DOCUMENT RESUME

ED 337 658 CE 059 320

AUTHOR Breslauer, Ardis; And Others
TITLE Guidance and Motivation for JOBS/GAIN Participants. Revised.
INSTITUTION Comprehensive Adult Student Assessment System, San Diego, CA.
SPONS AGENCY California State Dept. of Education, Sacramento.
PUB DATE 91
NOTE 113p.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Adult Basic Education; Adult Students; Assertiveness; Basic Skills; Career Education; *Career Guidance; Career Planning; Check Lists; Community Resources; Decision Making; Educational Legislation; Employment Interviews; *Employment Potential; Employment Programs; Functional Literacy; *Job Skills; Job Training; Learning Activities; *Motivation; Motivation Techniques; Orientation; Refugees; Self Esteem; Self Evaluation (Groups); Skill Development; State Legislation; Student Evaluation; Time Management; Vocational Education; Vocational Maturity; *Welfare Recipients
IDENTIFIERS California; *Greater Avenues for Independence; *Job Opportunities and Basic Skills Program

ABSTRACT

This guide gives educational service providers materials and resources to increase motivation and address other barriers that hinder the progress toward self-sufficiency of participants in Job Opportunities and Basic Skills/Greater Avenues for Independence (JOBS/GAIN) programs. Section 1 contains an explanation and sample of the Comprehensive Adult Student Assessment System (CASAS) Curriculum Index and Matrix. The index contains suggested competency areas and related materials that infuse motivation and guidance activities into the basic skill instructional program. A complete list of the CASAS Competencies for Employability are included. Section 2 has two parts: (1) instructional strategies and suggestions to address low self-esteem and lack of assertiveness; and and (2) student materials. Section 3 contains the Employability Competency System Pre-Employment and Work Maturity Checklists along with directions for their use in the classroom or Job Club/job search. Section 4 lists community services most often needed by students. Suggestions are made for local adaptations. Section 5 provides a sample JOBS/GAIN student handbook that presents school information in an easy-to-read format. Section 6 is a program self-evaluation process. It consists of several checklists that facilitate a review of a program's current services and identify recommendations for modification and improvements. It may be used as a needs evaluation and as a means of planning follow-up technical assistance. A motivation bibliography lists eight references. (YLB)

ED337658

# Guidance and Motivation for JOBS/GAIN Participants

CASAS

Revised 1991

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

P L Pickard

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Materials developed and adapted by the Comprehensive Adult Student Assessment System:

Ardis Breslauer, CASAS
Patricia Johns, Santa Cruz County Office of Education
Lisa Moore, CASAS

This work has been newly revised and updated since the 1988 edition. In addition to public domain motivation materials, sources from which materials have been reprinted or adapted:

Guidance and Motivation for GAIN Participants. Prepared by Los Angeles County Office of Education GAIN Program, Fall 1987

Handbook on GAIN Educational Services. Prepared in association with the State Job Training Coordinating Council, Employment Development Department, Department of Social Services, September 15, 1986

♦ ♦ ♦

© Comprehensive Adult Student Assessment System, 1991. All rights reserved.

This work was developed and revised by the Comprehensive Adult Student Assessment System, Foundation for Educattional Achievement, Inc.,1991, under a state administered contract agreement number 8223 from the California State Department of Education, 721 Capitol Mall, Sacramento, California 95814. However, the content does not necessarily reflect the position or policy of that department or the U.S. Department of Education. No official endorsement of this work should be inferred.

# Introduction and Table of Contents

JOBS/GAIN participants come to the educational service provider with a variety of barriers to planning and achieving goals. In order to help the participants keep on task and work toward a goal, materials and resources are needed which are useful in increasing motivation and in addressing other barriers which hinder the progress toward self-sufficiency.

**SECTION 1** **Pages 1-16**

This section contains an explanation and sample of the CASAS Curriculum Index and Matrix. The index, contains suggested competency areas and related materials which infuse motivation and guidance activities into the basic skill instructional program. A complete list of the CASAS Competencies for Employability are included.

**SECTION 2** **Pages 17-49**

Barriers to self sufficiency such as low self esteem, lack of assertiveness, and time management problems affect the total learning experience. This section has two parts: Part I includes strategies and suggestions for instructors, and Part II consists of student activities and materials.

**SECTION 3** **Pages 50-67**

The absence of work maturity and work experience is often a major barrier to development of self sufficiency. The ECS Pre-employment and Work Maturity Checklists are included in this section, complete with directions for their use in the classroom or Job Club/Job Search.

**SECTION 4** **Pages 68-77**

Other problem areas such as conflicts with family members, child or spousal abuse, lack of support systems, dependency patterns, and mental or physical problems, are better addressed by professionals in the community. It is essential that a good system of referrals be available to the classroom instructor, JOBS/GAIN counselor or coordinator. Included in this section is a sample community resource list and suggestions for local adaptations.

**SECTION 5** **Pages 78-86**
JOBS/GAIN participants may express apprehension about returning to a school setting. Accurate school information may help to alleviate their fears. A sample JOBS/GAIN student handbook, presenting information in an easy to read format, is included as a model.

**SECTION 6** **Pages 87-94**
This section is a program self-evaluation process. It consists of several checklists facilitating a review of a program's current services and identifying recommendations for modification and improvements. An agency may use this as a needs evaluation, and as a means of planning follow-up technical assistance.

**Motivation Bibliography** **Page 95**

# SECTION 1

## CASAS PRE-EMPLOYMENT INDEX GUIDE
## AND
## CASAS COMPETENCIES FOR EMPLOYABILITY

# CURRICULUM INDEX AND MATRIX

The *Curriculum Index and Matrix* provides a resource for teachers to locate instructional materials which are linked to competency statements and are relevant for instruction. All materials included in the Index are coded to the CASAS Competency List by type of program (ABE/ESL), by level within the program (A, B, C, and D), and by specific chapters or modules within the books listed. Included are appropriate materials for programs in Basic Education, Pre-Employment/Work Maturity, and English as a Second Language. The utilization of the *Curriculum Index and Matrix* to select training resources provides an important link in the system between curriculum, instruction, and assessment. All materials selected for inclusion in the *Curriculum Index and Matrix* are recommended to CASAS by practitioners and are carefully reviewed and updated annually by CASAS staff to ensure that they meet all established criteria, including their appropriateness for competency-based adult education programs.

The curricular materials listed are available through recognized publishers. The names, addresses, and telephone numbers of these publishers are included with the titles of materials so that they can be ordered easily. Many schools and educational sites are able to obtain from publishers copies of the materials listed in the *Index*. The *Curriculum Index and Matrix* provides a quick reference system for coordinators and instructors to use before ordering books and other materials for courses.

## CASAS COMPETENCY LIST

Principles of Competency Based Education serve as a framework for the CASAS Competency List. Competency Based Education (CBE) has been defined as "a performance-based process leading to demonstrated mastery of basic and life skills necessary for the individual to function proficiently in society." (National Center for Education Statistics, 1982, p. 80.) Competency Based Education emphasizes teaching basic and life skills through their application in a functional context that is relevant to a learner's needs and goals. Therefore, the measure of success becomes demonstrated

learning rather than accumulated class time. CBE has been successful in a variety of programs including English as a Second Language classes, high school diploma programs for the adult learner, workplace literacy programs, on-the-job training, and staff development.

The process for placement, monitoring of performance, and certification of individual learner competence is an integral part of program planning for competency-based educational programs. Individualization of instruction is based on each learner's needs as indicated by pre- and post-testing of competency attainment rather than on what others in a group have achieved. Consequently, learners progress through the instructional sequences at their own rate.

Prior learning or achievement and employment history is determined and accounted for in developing each learner's educational and employment plan. The standards for successful performance are clearly stated and openly shared with the learner and instructor/facilitator so that they will know to what degree or level learning must be demonstrated for successful competency attainment. The focus of the learning process becomes the transfer and actual application of basic skills to appropriate life skills areas.

The competencies included in the CASAS Competency List were developed for relevance and instructional appropriateness by a majority of the 45 CASAS consortium agencies. The List is validated and updated on a yearly basis by the consortium. A three-digit coding system is used to define each of the competency statements. A statement from the Competency List is as follows:

**4.1.3.** Identify and use sources of information about job opportunities such as job descriptions and job ads.

The first digit (or **4**) of the three-digit code represents the **content area**. The eight (8) CASAS Content Areas are as follows:

1) Consumer Economics
2) Community Resources
3) Health
**4) Occupational Knowledge**
5) Government and Law
6) Computation
7) (for future development)
8) Domestic Skills

The second digit represents the competency found within the designated content area. In this example, the **4.1** competency is: **Understand basic principles of getting a job.**

The third digit represents the specific competency statement (see above **4.1.3**.).

A fourth digit is used in conjunction with the CASAS Item Bank, the Class Profile and the Test Content by Item forms. This represents the task (situation-specific requirement) area. The tasks are listed below:

1) Completing fill-in-the-blank forms
2) Answering questions based on information contained in consumer billings, maps, charts, matrices, graphs, or tables
3) Answering questions based on information contained in stories, articles, paragraphs, sentences, directions, or pictures
4) Answering questions based on information contained in signs, price tags, advertisements or product labels
5) Answering questions based on information contained in measurement or diagrams
6) Selecting correct picture or aural response from oral clues

Instructors can use the Class Profile and Test Content by Item forms in instructional planning to build skills in task areas needed by individual learners or groups of learners.

The CASAS Competency List for Employability includes target competencies for programs whose focus and outcomes are employability skills. All the competencies included in the Competency List for Employability is also included in the general CASAS Competency List. The current list with an employability focus is found on pages 6-16 in this section.

## USING THE INDEX

**Section III**, the Curriculum Index, contains the entire list of publishers and materials listed in the 1990 Curriculum Index and Matrix. Each publication is assigned a letter (publisher designation) and a number (specific publication designation) which is used for coding purposes in the Matrix (Section V).

This is a sample page from the Curriculum Index.

The letter "O" indicates the publisher. In this case it is **New Readers Press.**

O **NEW READERS PRESS**

O1 **Practice in Survival Reading.** (Books 1-3)

(A) **Machine Age Riddles - Practice in Survival Reading 1.** Greatsinger, Calvin. Syracuse, New York. 1975.

(B) **Signs Around Town - Practice in Survival Reading 2.** Greatsinger, Calvin. Syracuse, New York. 1976.

(C) **Label Talk - Practice in Survival Reading 3.** Greatsinger, Calvin. Syracuse, New York. 1976.

The **Practice in Survival Reading** series is divided into two sections. The first section contains three booklets (A - C) and the second section contains five booklets (A - E).

02 **Practice in Survival Reading.** (Books 4-8)

(A) **Read the Instructions First - Practice in Survival Reading 4.** Greatsinger, Calvin. Syracuse, New York. 1976.

(B) **Your Daily Paper - Practice in Survival Reading 5.** Stein, Wendy. Syracuse, New York. 1977.

(C) **It's on the Map - Practice in Survival Reading 6.** Waelder, Patricia Kelly. Syracuse, New York. 1977.

(D) **Let's Look it Up - Practice in Survival Reading 7.** Waelder, Patricia Kelly. Syracuse, New York. 1977.

(E) **Caution: Fine Print Ahead - Practice in Survival Reading 8.** Waelder, Patricia Kelly. Syracuse, New York. 1978.

03 **Everyday Reading and Writing.** Laubach, Frank C. and others. Syracuse, New York. 1978.

The number "03" here indicates the specific material. In this example, it is **Everyday Reading and Writing.**

Q **PRENTICE-HALL REGENTS**
**CAMBRIDGE ADULT EDUCATION**

Q1 **A Conversation Book - English for Everyday Life, Book 1.** Carver, Tina Kasloff. Englewood Cliffs, New Jersey. 1977.

Q2 **A Conversation Book - English for Everyday Life, Book 2.** Carver, Tina Kasloff. Englewood Cliffs, New Jersey. 1977.

Q3 **English for Adult Competency, Book 1.** Keltner, Autumn, Howard, Leann, and Lee, Frances. Englewood Cliffs, New Jersey. 1981.

# SAMPLE SECTION FROM CURRICULUM MATRIX (SECTION V)

**Material**
8 = First Class Reader. An Integrated Approach to Literacy

**Program**
ESL = English as a Second Language

**Level**
A = Beginning

**Publisher**
A = Alemany Press

Numbers next to Publisher and Material refer to chapters or units which pertain to a particular competency. **Chapters 13-15 and 17** pertain to competency **0.1.0.**

| Comp No. | Resource | ABE | ESL | Pre-A | A | B | C | D |
|---|---|---|---|---|---|---|---|---|
| 0.1.0 | A8 Ch. 13-15, 17 | | x | | x | | | |
| 0.1.1. | N15 Intro. | x | x | | | x | | |
| | Q13 Ch. 4 | | x | | | x | | |
| | V2 Un. 1 | | x | | x | x | | |
| | VV1 D1: Ch. 1, 2 | | x | | x | x | x | |
| 0.1.2. | A8 Ch. 17 | | x | | | x | | |
| | Q15 ALL | x | x | | | x | x | |
| | Q16 ALL | x | x | | | x | x | |
| | V2 Un. 1 | | x | | x | x | | |
| | V3 Un. 11 | | x | | | x | | |
| | VV1 A ALL | | x | | x | x | x | |
| | D1 ALL | | x | | x | x | x | |
| | D2 ALL | | x | | x | x | x | |
| | WW4 Un. 4, 5, 12 | | x | | | x | | |
| | WW6 Un. 3 | | x | | | | x | |
| 0.1.3. | A7 ALL | | x | | x | | | |
| | A8 Ch. 1-7, 9-11, 13-15, 17 | | x | | x | | | |
| | N15 ALL | x | x | | | x | | |
| | Q13 ALL | | x | | | x | | |
| | Q14 ALL | | x | | | x | | |
| | Q15 ALL | x | x | | | x | x | |

# CASAS Competency List for Employability

## O. AURAL ASSESSMENT (See page 15)

## 0. BASIC COMMUNICATION - The student will:

### 0.1 Social Language

0.1.1. Identify or use appropriate non verbal behavior in a variety of situations. (e.g. handshaking)
0.1.2. Identify or use expressions requesting basic information or or assistance. (e.g. Can you help me?)
0.1.3. Identify or use appropriate language in general conversation.
0.1.4. Identify or use a variety of affective language functions. (e.g. apologize, compliment, congratulate, complain, disagree, express pleasure, sympathy, disappointment and regret)
0.1.5 Identify or use appropriate classroom behavior. (e.g. keep self on task, give and receive criticism constructively)

### 0.2. Personal Identification

0.2.1. Identify or use appropriate responses to personal information questions commonly asked in interviews and similar situations.

### 0.3. Clarification

0.3.0. Identify the correct picture or appropriate response from oral cues.
0.3.1. Clarify or request clarification.

## 1. CONSUMER ECONOMICS - The student will:

### 1.1. Use weights, measures, measurement scales, and money.

1.1.0. Identify the correct picture or appropriate response from oral cues
1.1.1. Interpret recipes
❖ 1.1.2. Use the metric system (see also 1.1.4)
❖ 1.1.3. Interpret maps and graphs (see also 1.9.4, 2.2.1, and 2.2.5)
❖ 1.1.4. Select, compute, or interpret appropriate standard measurement for length, width, perimeter, area, volume, height or weight (see also 1.1.2)
❖ 1.1.5. Interpret temperatures
❖ 1.1.6. Count, convert, and use coins and currency and ($) and (.)
❖ 1.1.7. Interpret product container weight and volume
❖ 1.1.8. Compute averages
1.1.9. Interpret clothing and pattern sizes or use height and weight tables

### 1.2. Apply principles of comparison shopping in the selection of goods and services.

1.2.0. Identify the correct picture or appropriate response from oral cues
❖ 1.2.1. Interpret advertisements, labels, or charts to select goods and services
❖ 1.2.2. Compare price or quality to determine the best buys for goods and

❖ - Basic Skill Competency for Employability
◆ - Basic Skill **and** Pre-employment /Work Maturity Competency for Employability

services
❖ 1.2.3. Compute discounts
1.2.4. Compute unit pricing

1.3. **Understand methods and procedures used to purchase goods and services.**

1.3.0. Identify the correct picture or appropriate response from oral cues
1.3.1. Compare different methods used to purchase goods and services
❖ 1.3.2. Interpret credit applications and recognize how to use and maintain credit
❖ 1.3.3. Identify or use various methods to purchase goods and services.
❖ 1.3.4. Use catalogs, order forms, and related information to purchase goods and services
1.3.5. Use coupons to purchase goods and services
1.3.6. Use coin operated machines
1.3.7. Interpret information or directions to locate consumer goods (see also 2.5.4.)

1.4. **Understand methods and procedures to obtain housing and services and related maintenance.**

1.4.0. Identify the correct picture or appropriate response from oral cues
1.4.1. Identify different kinds of housing (see also 1.4.2.)
1.4.2. Interpret classified ads and other information to locate housing
1.4.3. Interpret lease and rental agreements
1.4.4. Interpret information to obtain housing utilities
1.4.5. Interpret information about the rights of a renter and the rights of a landlord
1.4.6. Interpret information about housing loans and home related insurance
1.4.7. Interpret information about home maintenance (see also 1.7.4.)
1.4.8. Recognize home theft and fire prevention measures

1.5. **Apply principles of budgeting in the management of money.**

1.5.0. Identify the correct picture or appropriate response from oral cues
❖ 1.5.1. Interpret information about personal and family budgets
1.5.2. Plan for major purchases (see also 1.5.1.)
1.5.3. Interpret bills (see also 2.1.4.)

1.6. **Understand consumer protection laws and resources.**

1.6.0. Identify the correct picture or appropriate response from oral cues
1.6.1. Interpret food packaging labels (see also 3.5.1.)
1.6.2. Identify consumer protection resources available when confronted with fraudulent tactics
1.6.3. Identify procedures the consumer can follow if merchandise is defective or inappropriate

1.7. **Understand procedures for the care, maintenance, and use of personal possessions.**

1.7.0. Identify the correct picture or appropriate response from oral cues
1.7.1. Interpret product guarantees and warranties
1.7.2. Interpret clothing care labels

❖ - Basic Skill Competency for Employability
◆ - Basic Skill **and** Pre-employment /Work Maturity Competency for Employability

1.7.3. Interpret operating instructions, directions, or labels for consumer products (see also 3.4.1.)
❖ 1.7.4. Interpret maintenance procedures for household appliances and personal possessions
❖ 1.7.5. Interpret directions to obtain repairs

1.8. **Use banking and financial services in the community.**

1.8.0. Identify the correct picture or appropriate response from oral cues
❖ 1.8.1. Demonstrate the use of savings and checking accounts
❖ 1.8.2. Interpret the procedures and forms associated with banking services
❖ 1.8.3. Interpret interest or interest-earning savings plans
1.8.4. Interpret information about the types of loans available through lending institutions
1.8.5. Interpret information on financial agencies and financial planning

1.9. **Understand methods and procedures for the purchase and maintenance of an automobile and interpret driving regulations.**

1.9.0. Identify the correct picture or appropriate response from oral cues
1.9.1. Interpret highway and freeway signs (see also 2.2.2.)
1.9.2. Identify regulations and procedures to obtain a driver's license (see also 2.5.7.)
❖ 1.9.3. Compute mileage and gasoline consumption
❖ 1.9.4. Interpret maps (see also 1.1.3., 2.2.1., 2.2.5.)
1.9.5. Interpret information related to the selection and purchase of a car
❖ 1.9.6. Interpret information related to automobile maintenance
1.9.7. Recognize what to do in case of automobile emergencies
❖ 1.9.8. Interpret information about automobile insurance

## 2. COMMUNITY RESOURCES - The student will:

2.1. **Use the telephone and telephone book.**

2.1.0. Identify the correct picture or appropriate response from oral cues
❖ 2.1.1. Use the telephone directory and related publications to locate information
2.1.2. Identify the procedures to locate emergency numbers and to place emergency calls
2.1.3. Interpret information about time-zones (see also 2.3.1.)
2.1.4. Interpret telephone billings
2.1.5. Interpret telegram rates and procedures
❖ 2.1.6. Interpret information about using a pay telephone
❖ 2.1.7. Take telephone messages (see also 4.4.3.)
2.1.8. Use the telephone to make routine personal and business calls

2.2. **Understand how to locate and use different types of transportation and interpret related travel information.**

2.2.0. Identify the correct picture or appropriate response from oral cues
❖ 2.2.1. Ask for, give, follow, or clarify directions (see also 1.1.3., 1.9.4., and 2.2.5.)
❖ 2.2.2. Recognize and use signs related to transportation (see also 1.9.1.)
❖ 2.2.3. Identify or use different types of transportation in the community
❖ 2.2.4. Interpret transportation schedules and fares

❖ - Basic Skill Competency for Employability
◆ - Basic Skill **and** Pre-employment /Work Maturity Competency for Employability

2.2.5. Use maps relating to travel needs (see also 1.1.3., 1.9.4., and 2.2.1.)

2.3. **Understand concepts of time.**

2.3.0. Identify the correct picture or appropriate response from oral cues
◆ 2.3.1. Interpret clock time (see also 2.1.3.)
❖ 2.3.2. Identify the months of the year and the days of the week

2.4. **Use the services provided by the Post Office.**

2.4.0. Identify the correct picture or appropriate response from oral cues
2.4.1. Address letters and envelopes
2.4.2. Interpret postal rates and types of mailing services
❖ 2.4.3. Interpret postal service forms
2.4.4. Purchase stamps and other postal items and services.
2.4.5. Identify the process for tracing a lost letter or parcel
❖ 2.4.6. Interpret a postal money order form

2.5. **Use community agencies and services.**

2.5.0. Identify the correct picture or appropriate response from oral cues
2.5.1. Locate agencies that provide emergency help and how to effectively use them
2.5.2. Identify how and when to obtain social and governmental services (e.g. low-income housing, Social Security, Medicare).
2.5.3. Locate medical and health facilities in the community (see also 3.5.6.)
❖ 2.5.4. Read, interpret, and follow directions found on signs and directories (see also 1.3.7.)
◆ 2.5.5. Identify educational services and facilities and how to use them
◆ 2.5.6. Use library resources, reference materials, content tables, indexes, and dictionaries
2.5.7. Interpret permit and license requirements (see also 1.9.2.)
◆ 2.5.8. Interpret information found in newspapers, periodicals, business letters, pamphlets, and publications (see also 1.2.1., 1.4.2., and 4.1.3.)
2.5.9. Identify child care services in the community (see also 3.5.7.)
2.5.10. Identify or use information necessary to make or keep appointments.

2.6. **Use leisure time resources and facilities.**

2.6.0. Identify the correct picture or appropriate response from oral cues
2.6.1. Interpret information about recreational and entertainment facilities and activities
2.6.2. Locate information in T.V., movie, and other recreational listings
2.6.3. Interpret information and plan for outings and vacations
2.6.4. Interpret restaurant menus and compute related costs

2.7. **Use resources for personal growth and awareness.**

2.7.2. Interpret information about ethnic groups, cultural groups, and language groups
2.7.3. Interpret information about gender issues
2.7.4. Interpret information about religion

❖ - Basic Skill Competency for Employability
◆ - Basic Skill **and** Pre-employment /Work Maturity Competency for Employability

2.8. **Use published or broadcast information.**

- 2.8.1. Interpret information on new technologies and scientific issues
- 2.8.2. Interpret historical information

## 3. HEALTH - The student will:

3.1. **Understand common ailments and seek appropriate medical assistance.**

- 3.1.0. Identify the correct picture or appropriate response from oral cues
- ❖ 3.1.1. Interpret information about illness, including description of symptoms and doctor's directions
- ❖ 3.1.2. Identify information necessary to make or keep medical and dental appointments
- 3.1.3. Identify and locate appropriate health care professionals

3.2. **Understand medical and dental forms and related information.**

- 3.2.0. Identify the correct picture or appropriate response from oral cues
- 3.2.1. Fill out medical health history forms
- 3.2.2. Interpret immunization requirements
- ❖ 3.2.3. Interpret information associated with medical, dental, or life insurance

3.3. **Understand how to select and use medications.**

- 3.3.0. Identify the correct picture or appropriate response from oral cues
- ❖ 3.3.1. Identify and use necessary medications (see also 3.3.2. and 3.3.3.)
- ❖ 3.3.2. Interpret medicine labels (see also 3.3.1. and 3.4.1.)
- 3.3.3. Identify the difference between prescription, over-the-counter, and generic medications (see also 3.3.1.)

3.4. **Understand basic health and safety procedures.**

- 3.4.0. Identify the correct picture or appropriate response from oral cues
- ❖ 3.4.1. Interpret product label directions, warnings, danger signs, and symbols (see also 1.7.3. and 3.3.2.)
- ◆ 3.4.2. Identify safety measures that can prevent accidents and injuries
- ❖ 3.4.3. Interpret procedures for simple first-aid
- 3.4.4. SEE 4.3.2.
- ◆ 3.4.5. Recognize problems related to drugs, tobacco, and alcohol and identify where treatment may be obtained

3.5. **Understand basic principles of health maintenance.**

- 3.5.0. Identify the correct picture or appropriate response from oral cues
- 3.5.1. Interpret nutritional and related information listed on food labels (see also 1.6.1.)
- 3.5.2. Select a balanced diet using the basic food groups
- 3.5.3. Interpret food storage information
- 3.5.4. Identify practices that promote dental health
- ◆ 3.5.5. Identify practices that promote cleanliness and hygiene
- 3.5.6. Interpret information and identify agencies that assist with family planning

❖ - Basic Skill Competency for Employability
◆ - Basic Skill **and** Pre-employment /Work Maturity Competency for Employability

(see also 2.5.3.)

3.5.7. Identify child rearing practices and community resources that assist in developing parenting skills (see also 2.5.9.)

3.5.8. Identify practices that promote mental well being

3.5.9. Identify practices that promote physical well being

## 4. OCCUPATIONAL KNOWLEDGE - The student will:

### 4.1. Understand basic principles of getting a job.

4.1.0. Identify the correct picture or appropriate response from oral cues

◆ 4.1.1. Interpret governmental forms related to seeking work, such as applications for social security (see also 2.5.2.)

◆ 4.1.2. Interpret job applications, resumes, and letters of application

◆ 4.1.3. Identify and use sources of information about job opportunities such as job descriptions and job ads

◆ 4.1.4. Identify and use information about training opportunities (see also 2.5.5.)

◆ 4.1.5. Recognize standards of behavior for job interviews and select appropriate questions and responses during job interviews

❖ 4.1.6. Interpret general work-related vocabulary (e.g., experience, swing shift)

4.1.7. Identify appropriate behavior and attitudes for getting a job

◆ 4.1.8. Identify appropriate skills and education for getting a job in various occupational areas

◆ 4.1.9. Identify procedures for career planning including self-assessment

### 4.2. Understand wages, benefits, and concepts of employee organizations.

4.2.0. Identify the correct picture or appropriate response from oral cues

◆ 4.2.1. Interpret wages, wage deductions, and benefits. including wage informational charts, pamphlets, and forms

4.2.2. Interpret information about employee organizations

❖ 4.2.3. Interpret employment contract and union agreements

❖ 4.2.4. Interpret employee handbooks

### 4.3. Understand safety standards and procedures in training programs and in the work place.

4.3.0. Identify the correct picture or appropriate response from oral cues

◆ 4.3.1. Interpret safety signs found in places of training, in employment, and in public buildings

◆ 4.3.2. Interpret work safety manuals and related publications

4.3.3. Identify safe work procedures including wearing safe work attire

◆ 4.3.4. Identify procedures for reporting training and job related hazards, accidents, injuries, and damages

### 4.4. Understand materials and concepts related to job training, employment, keeping a job and getting a promotion.

4.4.0 Identify the correct picture or appropriate response from oral cues

◆ 4.4.1 Identify appropriate behavior, attitudes, and social interaction for keeping a job and getting a promotion

❖ 4.4.2. Identify appropriate skills and education for keeping a job and getting a promotion

❖ - Basic Skill Competency for Employability

◆ - Basic Skill **and** Pre-employment /Work Maturity Competency for Employability

❖ 4.4.3. Recognize and use occupational signs, charts, forms, and written directions (see also 2.1.7.)
❖ 4.4.4. Interpret job responsibilities and performance reviews
◆ 4.4.5. Interpret tasks related to clarifying, giving or providing feedback to instructions; and reacting to criticism

## 5. GOVERNMENT AND LAW - The student will:

### 5.1. Understand voting and political process.

5.1.0. Identify the correct picture or appropriate response from oral cues
5.1.1. Identify voter qualifications
5.1.2. Interpret a voter registration form
5.1.3. Interpret a ballot
5.1.4. Interpret information about electoral politics
5.1.5. Interpret information about special interest groups
5.1.6. Communicate one's opinions on a current issue

### 5.2. Understand historical information.

5.2.0. Identify the correct picture or appropriate response from oral cues.
5.2.1. Interpret information about U.S. history.
5.2.2. Identify or interpret U.S. historical documents.
5.2.3. Interpret information about world history.

### 5.3. Understand an individual's legal rights and responsibilities and procedures for obtaining legal advice.

5.3.0. Identify the correct picture or appropriate response from oral cues
5.3.1. Interpret common legal forms, rules, and ordinances
❖ 5.3.2. Identify procedures for obtaining legal advice
5.3.3. Interpret Small Claims Court procedures
5.3.4. Interpret laws affecting door-to-door sales
❖ 5.3.5. Interpret information about traffic tickets
5.3.6. Interpret information or identify requirements on establishing residency and/or obtaining citizenship.

### 5.4. Understand the concepts of taxation.

5.4.0. Identify the correct picture or appropriate response from oral cues
❖ 5.4.1. Interpret income tax forms
❖ 5.4.2. Compute or define sales tax
❖ 5.4.3. Interpret tax tables (see also 5.4.1. and 5.4.2.)
5.4.4. Interpret tax information from articles and publications

### 5.5. Understand governmental activities.

5.5.0. Identify the correct picture or appropriate response from oral cues
5.5.1. Interpret information about international affairs
5.5.2. Interpret information about legislative activities
5.5.3. Interpret information about judicial activities
5.5.4. Interpret information about executive activities

❖ - Basic Skill Competency for Employability
◆ - Basic Skill **and** Pre-employment /Work Maturity Competency for Employability

5.5.5. Interpret information about military activities
5.5.6. Interpret information about law-enforcement activities
5.5.7. Interpret information about local policy-making groups

5.6. **Understand civic responsibilities and activities.**

5.6.1. Interpret information on family, neighborhood, or community problems and their solutions
5.6.2. Interpret information about civic organizations and public service groups

5.7. **Understand environmental information and issues.**

5.7.1. Interpret information on environmental issues
5.7.2. Interpret information on energy technology
5.7.3. Interpret geographic information

5.8. **Understand concepts of economics and economic systems.**

5.8.1. Interpret economic information and statistics
5.8.2. Evaluate the impact of economic events
5.8.3. Interpret information on world economic systems

## 6. COMPUTATION - The student will:

6.0. **Demonstrate pre-computation skills.**

6.0.1. Identify and classify numeric symbols
6.0.2. Count and associate numbers with quantities

6.1. **Compute using whole numbers.**

6.1.0. Identify the correct picture or appropriate response from oral cues
6.1.1. Add whole numbers
❖ 6.1.2. Subtract whole numbers
6.1.3. Multiply whole numbers
❖ 6.1.4. Divide whole numbers
6.1.5. Perform multiple operations using whole numbers

6.2. **Compute using decimal fractions.**

6.2.0. Identify the correct picture or appropriate response from oral cues
❖ 6.2.1. Add decimal fractions
❖ 6.2.2. Subtract decimal fractions
❖ 6.2.3. Multiply decimal fractions
❖ 6.2.4. Divide decimal fractions
6.2.5. Perform multiple operations using decimal fractions
6.2.6. Convert decimal fractions to common fractions or percents

6.3. **Compute using fractions.**

6.3.0. Identify the correct picture or appropriate response from oral cues
❖ 6.3.1. Add common or mixed fractions
❖ 6.3.2. Subtract common or mixed fractions

❖ - Basic Skill Competency for Employability
◆ - Basic Skill **and** Pre-employment /Work Maturity Competency for Employability

❖ 6.3.3. Multiply common or mixed fractions
6.3.4. Divide common or mixed fractions
6.3.5. Perform multiple operations using common or mixed fractions
6.3.6. Convert common or mixed fractions to decimal fractions or percents

6.4. **Compute with percents, rate, ratio, or proportion.**

6.4.0. Identify the correct picture or appropriate response from oral cues
6.4.1. Apply a percent to determine amount of discount
6.4.2. Apply a percent in a context not involving money
6.4.3. Calculate percents
6.4.4. Convert percents to common, mixed, or decimal fractions
6.4.5. Use rate to compute increase or decrease

6.5. **Use expressions, equations, or formulas.**

6.5.0. Identify the correct picture or appropriate response from oral cues
6.5.1. Recognize or evaluate simple consumer formulas
6.5.2. Recognize or evaluate simple geometric formulas
6.5.3. Recognize or evaluate simple algebraic formulas

6.6. **Use measurement.**

6.6.0. Identify the correct picture or appropriate response from oral cues
6.6.1. Convert U.S. Standard and International Metric System of Measurement
6.6.2. Recognize, use, and measure linear dimensions, geometric shapes, or angles
6.6.3. Measure area and volume of geometric shapes
6.6.4. Use measurement instruments
6.6.5. Interpret scale drawings
6.6.6. Calculate with units of time
6.6.7. Solve measurement problems in stipulated situations
6.6.8. Interpret mechanical concepts or spatial relationships

6.7. **Interpret data from graphs or compute averages.**

6.7.0. Identify the correct picture or appropriate response from oral cues
6.7.1. Interpret data given in a line graph
6.7.2. Interpret data given in a bar graph
6.7.3. Interpret data given in a picture graph
6.7.4. Interpret data given in a circle graph
6.7.5. Compute an average from a given list of data points

6.8. **Use statistics and probability.**

6.8.1. Interpret statistical information used in news reports and articles
6.8.2. Interpret statements of probability

6.9. **Use estimation and mental arithmetic.**

6.9.1. Use computation short cuts
6.9.2. Estimate answers

❖ - Basic Skill Competency for Employability
◆ - Basic Skill **and** Pre-employment /Work Maturity Competency for Employability

## 8. DOMESTIC SKILLS - The student will:

8.1. **Perform self-care skills.**

- 8.1.0. Identify the correct picture or give appropriate response to oral/signed cue
- 8.1.1. Recognize and/or demonstrate hygiene and grooming skills (see 3.5.5.)
- 8.1.2. Recognize and/or demonstrate dressing skills
- 8.1.3. Recognize and/or demonstrate dining skills and manners
- 8.1.4. Recognize and/or demonstrate selection and care of clothing and personal property

8.2. **Perform Home-care skills.**

- 8.2.0. Identify the correct picture or give appropriate response to oral/signed cue
- 8.2.1. Recognize and/or demonstrate meal and snack preparation tasks and activities (see 1.1.1. and 3.5.2.)
- 8.2.2. Recognize and/or demonstrate dishwashing and meal clean-up activities (see 3.5.5.)
- 8.2.3. Recognize and/or demonstrate housekeeping and housecleaning tasks
- 8.2.4. Recognize and/or demonstrate laundry skills and related clothing-care skills (see 1.7.2. and 1.7.3.)
- 8.2.5. Recognize and/or demonstrate yard and garden tasks and activities
- 8.2.6. Recognize and/or demonstrate general household repair and maintenance (see 1.4.7. and 1.7.4.)

## 0. AURAL ASSESSMENT - The student will:

0.0. **Recognize pictures or demonstrate aural comprehension associated with personal identification, activity identification or oral language necessary to communicate in each of the five life skill areas.**

- 0.0.0. Identify the correct picture or appropriate response from oral cues

1.0. **Recognize pictures or demonstrate aural comprehension associated with consumer economics.**

- 1.0.0. Identify the correct picture or appropriate response from oral cues

2.0. **Recognize pictures or demonstrate aural comprehension associated with community services.**

- 2.0.0. Identify the correct picture or appropriate response from oral cues

3.0. **Recognize pictures or demonstrate aural comprehension associated with health.**

- 3.0.0. Identify the correct picture or appropriate response from oral cues

4.0. **Recognize pictures or demonstrate aural comprehension associated with occupational knowledge.**

- 4.0.0. Identify the correct picture or appropriate response from oral cues

❖ - Basic Skill Competency for Employability
◆ - Basic Skill **and** Pre-employment /Work Maturity Competency for Employability

5.0. **Recognize pictures or demonstrate aural comprehension associated with government and law.**

5.0.0. Identify the correct picture or appropriate response from oral cues

6.0. **Recognize pictures or demonstrate aural comprehension associated with computation.**

6.0.0. Identify the correct picture or appropriate response from oral cues

8.0. **Recognize pictures or demonstrate aural comprehension associated with domestic skills.**

8.0.0. Identify the correct picture or appropriate response from oral cues

❖ - Basic Skill Competency for Employability
◆ - Basic Skill **and** Pre-employment /Work Maturity Competency for Employability

# SECTION 2

## Part I

INSTRUCTIONAL STRATEGIES AND ACTIVITIES TO ADDRESS LOW SELF-ESTEEM AND LACK OF ASSERTIVENESS

## Part II

STUDENT MATERIALS

# Part I

# INSTRUCTIONAL STRATEGIES AND ACTIVITIES TO ADDRESS LOW SELF-ESTEEM AND LACK OF ASSERTIVENESS

# Barriers to Self-Sufficiency

## *Low Self Esteem* *Lack of Assertiveness*

These are group and individual activities which address low self esteem and lack of assertiveness. They may be used in or out of the instructional program. The instructional strategies listed below, work well with the student activities which are found in this section.

### Instructional Strategies

- **Cooperative Learning** - This is structured group work in which students learn together by accepting individual responsibility for pieces of a whole lesson or project.

- **Individualized instruction** - These are instructional activities which are tailored to each student's performance level. Information is presented in increments for students to master before moving to the next higher level.

- **Small/large group activities** - In order for participants to grow in their ability to interact successfully with others, instruction should not consist only of individualized instruction but also include a mix of small and large group activities.

- **On-going participant support network** - These are regularly scheduled sessions (e.g. one a week for an hour), held on the education site. Each meeting should be structured with a facilitator and a designated subject.

- **Using speakers and field trips** - The use of field trips and speakers exposes participants to appropriate community role models. These may include successful former GAIN graduates.

- **Dialogue Journals** - These are personal entry journals in which students communicate in a non-threatening, non-graded way with their teacher. Communication can be free response or prompted by the teacher asking for an answer to a question or a response to an issue. The teacher responds personally, and in writing to students journals. Teacher responses are brief but sympathetic. The following are examples of prompted journal assignments:

  Write about a time that you experienced success with a task. What was the task? How were you successful? How did you feel about your success?

  List the various groups you belong to (church, clubs, family, employee, or student groups). List the positive aspects about your belonging to each group.

- **Role Playing** - These are activities in which students assume a particular role. The focus of the role playing activity is to examine a variety of response types, understand one's own role, and identify possible alternate responses and behaviors. The following are examples of role playing activities:

  Teach the GAIN participant to accept a compliment with a simple "thank you." Students/participants can role play a situation where one person pays a compliment to the other one. The person receiving the compliment acknowledges the compliment with a smile and "thank you." The participants then switch roles and repeat the activity.

  Teach students/participants to be a positive, reinforcing coach to their children, spouse, or friend by helping them without criticizing. Have students role play behaviors they currently exhibit and/or the behavior as they would like it to be. Discuss the value of the behavior in terms of how it made the person who was receiving the help feel.

# SUGGESTED PROCESS FOR VIDEO-TAPING OF STUDENT ROLE MODELS

One process for a video-tape is to organize interviews with representative former students who have achieved significant progress toward their career goals. These would be good role models for students in ABE/ESL or GED classes. The tape could start with a brief introduction by the interviewer giving the student's background. If possible, part of the interview could be filmed at the student's former classroom or training area. Possibly the interviewer's questions can be edited out so that only the student's voice is heard after the introduction. The conclusion of the interview could freeze on a close-up of the student's face while summary remarks are given by the voice over.

## SUGGESTED QUESTIONS

1. How did you decide to come to this school?
2. How did you feel when you first came here?
3. What did you fear when you first came here?
4. What helped you most in this school?
5. What job training did you have and where did you take it?
6. How long did the training take?
7. Tell us a little more about it.
8. Did you have any help regarding how to look for a job?
9. How did you look for a job?
10. Did you get a job?
11. What, do you think, got you the job? Why were you hired?
12. What do you like about your job?
13. Do you plan to continue in your present job, or do you want to change to another one later after you have had more training?
14. What would you like to tell students who are still in school where you were a few years ago?

## MOTIVATION

Motivation suggestion for GAIN clients - Ideas in use from around the state of California.

1. Give each client a clock (if he/she doesn't have one) upon entering program. Focus on idea that client no longer has to depend upon someone else (maybe an unreliable someone) to get somewhere on time.

2. Shake hands with each client as they enter. Establish contact as one would in the business world. Acknowledge client as someone you (teacher) will do business with.

3. Emphasize a client's positive attributes while pointing out areas for improvement. Example: You have great verbal skills but you might want to watch yourself when you go on an interview as the employer may wish to say something too.

4. Have clients set goals for themselves in all areas of life. Teachers could share their goals. This shows a commitment to the process and treating the client as a person.

5 Use lots of handouts with clients. They act as reinforcers to class and are tangible things to take home with them.

6. Remind clients that their active classroom participation in group discussions, their attitudes, attendance, dress and hygene- reflect how they will likely behave on the job site. One day a week might be dress for class as one would on the job.

7. The classroom could be equipped with either a real or prototype time clock. This is appropriate as:

a) the students are preparing for employment, and

b) going to school in a GAIN program is like theirjob.

Their times would be for in/out as well as for break times. This would be totaled at the end of each week. Both math and work maturity skills are addressed in this activity.

8. A GAIN class lottery could be established. Each day, as students arrive, they receive a class lottery ticket (not an official one). Students who remain for the entire class receive an additional ticket. Drawings are held on Fridays. Those having the most tickets have a better chance to win. Prizes might include some donated by local fast food or community businesses, or other appropriate prizes. (homemade foods, school supplies)

9. Invite former students to give a short presentation on current jobs. Ideas could include how training was acquired; what one needed to know to get the job, etc.

10. Video tape simulated job interviews or on-the-job interviews for future classroom use.

11. District/school/community brochures on vocational training opportunities can be made available in each class

12. Hold a job fair (also a good cooperative learning project.)

13. Arrange for staff from district vocational programs, ROP programs or JTPA training programs to give presentations to the class. Where possible, classes could visit the training site.

14. Project TIDE. Gender equity projects are funded throughout the State to encourage women and men to enter non-traditional fields. Projects are funded with federal Vocational Education Act (VEA) monies through State Department of Education to local districts, ROP/C's or Community Colleges. Check with vocational projects director locally.

# Part II

## STUDENT MATERIALS

## INTRODUCTION

Building self-esteem is not something you do to another person. Improving self esteem is an internal self-concept process. You can assist other persons in seeing themselves in a positive image. A person with strong self-esteem can say "I like myself".

The activities in this section are suggestions to assist in the self-image building process. Currently there is a wealth of self-esteem materials and workshops available to educators. Values clarification, decision making and goal setting are inherently valuable components of this process.

It may help to build upon the belief that the reasons for dropping out of school are not as important as the decision to return to school.

## SELF-ESTEEM

By Virgina Satir

I am me

In all the world, there is no one else like me; there are persons who have some parts like me, but no one adds up exactly like me

Therefore, everything that comes out of me is authentically mine because I alone choose it.

I own everything about me; my body, including everything it does; my mind, including all its thoughts; my eyes, including the images of all they behold; my feelings, whatever they may be-anger, joy, frustration, love, disappointment, excitement; my mouth, and all the words that come out of it, polite sweet
or rough, correct or incorrect; my voice, loud or soft; and all my actions, whether they be to others or to myself;

I own my fantasies, my dreams, my hopes, my fears.

I own all my triumphs and successes, all my failures and mistakes; because, I own all of me, I can become intimately acquainted with me.

By doing so I can love me and be friendly with me in all my parts.

I can then make it possible for all of my to work in my best interests.

But as long as I am friendly and loving to myself, I can courageously and hopefully look for ways to find our more about me.

However I look and sound, whatever I say and do, and whatever I think and feel at a given moment in time is me.

This is authentic and represents where I am at that moment in time.

When I review later how I looked and sounded, what I said and did, and how I thought and felt, some parts may turn out to be unfitting, I can discard that which is unfitting, and keep that which proved fitting, and invent something new for that which I discarded.

I can see, hear, feel, think, say, and do.

I have the tools to survive, to be close to others, to be productive, and to make sense and order out of the world of people and things outside of me.

I own me, and therefore I can engineer me.

I am me, and I am Okay.

## BUILDING SELF-ESTEEM

In this activity you will identify and evaluate components of self-esteem

**The Components of Self-Concept Are:**

| | | |
|---|---|---|
| SELF-KNOWLEDGE | "I am..." | Facts I know about myself: my age, sex, job, family |
| SELF EXPECTATIONS | "I could be..." | My ideal image of myself, source of internal pressures. |
| STANDARDS | "I should be..." | Other people's ideal image of me, source of external pressures. |

**These Components Lead to Self-Esteem:**

Self-esteem is the result of a comparison between our knowledge of ourselves and the expectations and standards we have for ourselves. If what we know about ourselves and what we and other people expect of ourselves is fairly close, our self-esteem will be high and we will have more feelings of success. If there is too much difference between what we know about ourselves and what we expect of ourselves, our self-esteem will be low and we will have more feelings of failure.

**Example:**

1. If I <u>think</u> I could be able to be in top physical condition, but I <u>know</u> that I am not exercising and my body is out of shape, I will not feel good about my body and myself: thus my sense of self-esteem will be low.

2. If my teachers think I should be making A's on my report card and I know I am making A's, I will feel good about myself; thus my sense of self-esteem will be high.

## MY SENSE OF SELF-ESTEEM

**Instructions:**
Complete the rating scale and answer the question at the end.
Six of the areas in which a sense of self-esteem can be developed are listed below
Rate yourself on a scale of LOW (maybe I should work on this) to HIGH (I feel good about this).

A. **FAMILY** - I am glad I am part of my family. I enjoy being with them. We have a good relationship.

LOW 1 2 3 4 5 6 7 8 9 10 HIGH

B. **OCCUPATIONAL-** I feel good about my school work. I usually do the best I can. I think what I do is important. I look forward to going to school.

LOW 1 2 3 4 5 6 7 8 9 10 HIGH

C. **SOCIAL** - I feel good about my friends and take time for social activities. My friends enjoy being with me. We provide a support for each other.

LOW 1 2 3 4 5 6 7 8 9 10 HIGH

D. **SPIRITUAL** - I know what I believe and take time for spiritual growth. My faith gives meaning and support to my life.

LOW 1 2 3 4 5 6 7 8 9 10 HIGH

E. **PHYSICAL** - I feel good about my body. I take good care of my body, exercise, eat good food, get medical and dental attention.

LOW 1 2 3 4 5 6 7 8 9 10 HIGH

F. **INTELLECTUAL/CREATIVE/ SPECIAL INTERESTS** - I take time for personal growth and development and use of skills that interest me.

LOW 1 2 3 4 5 6 7 8 9 10 HIGH

Choose one area to work on and improve. What could you do to improve self-esteem in this area.?

## BUILDING YOUR SELF-CONFIDENCE

As you begin to make plans to take action, you may become anxious about what others may think of those plans, what you might do wrong, and what might happen after you take action. This applies whether you are planning an interview, thinking about being assertive, signing up to take an entrance examination, or filling out an employment application. Although anxiety is not "bad" in itself, too much anxiety may cause you to complete the task with greater difficulty and with less satisfying results. Some people do not do things that could lead to their greater happiness and satisfaction because of that initial anxiety.

To focus more clearly on your positive aspects in order to increase your self-confidence and decrease your anxiety, try the following exercise:

Take several three by five cards and write on each card a positive feature about your life and/ or yourself. Examples might be "I'm proud of being able to make my own clothes", or "I'm proud of handling all arrangements for the church bazaar." Try to identify three positive qualities at first. Continue adding to your list of positive qualities for the week. Read over your cards daily. The qualities must be realistic to be effective, so avoid generalizations like "I'm a good person". Try to focus on specific positive things.

## DEVELOPING A POSITIVE SELF-CONCEPT

**GOAL:** To become the person I want to be, rather than what others think I should be.

1. When I begin to understand who I am and how I feel I will develop my own self-concept

2. When I begin to feel that I want to change I will know that I am developing my own self-concept.

3. When I am mostly happy and feel good and I see things as good instead of bad, I will know I am developing my own self-concept.

4. When I begin to believe that I can make a difference in my own situation and in the world, I will know that I am developing my own self-concept.

5. When I start creating the image of how I want others to see me and begin changing the way I see them, I will know I am developing my own self-concept.

6. When I start creating a reputation of "can do" rather than "cannot do" I will know that I am developing my own self-concept.

7. When I begin to develop opportunities to say, "Yes I can!" I will know I am developing my own self-concept.

8. When I stop labeling others, I will know I am developing my own self-concept.

9. When I look for the best in others and learn to accept them as they are, I will know I am developing my own self- concept.

10. When I learn to accept the fact that I have created myself just the way I am and I can accept that, I will know I am developing my own self-concept.

11. When I am able to say, "no", to the things I really don't want to do, I will know I am developing my own self-concept.

12. When I am comfortable with myself before and after I say "yes" or "No", I will know I am developing my own self-concept.

**"IF ITS TO BE, IT'S UP TO ME"**

## SELF CONCEPT STATEMENTS

### Instructions:

Complete the statements below by filling in the blanks.

**As a friend:**

I am _____

I could be_____

I should be_____

**As a family member:**

I am _____

I could be _____

I should be _____

**As a/ an _____ (athlete, singer, parent, dancer, worker, student, etc):**

I am _____

I could be _____

I should be _____

**Is what you are and what you could be the same?** Yes No

**What could you change to narrow the gap between what you are and what you could be?**

**Is what you are and what you should be the same?** Yes No

**What could you do to cope with pressures from people?**

## MY STORY

This is my story and my name is

_____

I was born in _____

My mother's name is_____

My father's name is _____

I have_____ sisters. I have_____ brothers.

I have_____ sons. I have_____ daughters.

I have lived in the United States for _____years.

I have lived other places also. I have lived in _____

_____

Of all the places I have lived, I like _____ the best.

I have knowledge.

I got my knowledge by attending school. The name of my school was

_____.

I did not go to school to get my knowledge. I got my knowledge by

_____

_____

My knowledge gives me information about_____

_____

I can work. The things I have done are:_____

_____

_____

# "COMPLETE THE SENTENCE" ENERGIZER

This activity can be done in writing, or in a group as a communication activity

**AS A CHILD.....**

**MOST PEOPLE THINK OF ME AS .....**

**I'M HAPPIEST WHEN I'M.....**

**WHEN I'M ALONE I USUALLY.....**

**THE EMOTION I FIND MOST DIFFICULT TO CONTROL IS.....**

**I MISS.....**

**I'M AFRAID OF.....**

**IN A GROUP I.....**

**PEOPLE WHO RUN THINGS SHOULD BE.....**

**IN TEN YEARS I .....**

**PEOPLE WILL WORK IF.....**

**MY MOST FREQUENT DAY DREAMS ARE ABOUT.....**

**I WOULD REALLY LIKE TO BE A .....**

**IN FIVE YEARS I .....**

**AFTER SUPPER I LOVE TO.....**

**I WOULD RATHER BE.....**

**I WOULD LIKE TO LIVE.....**

**I LIKE SMALL GROUPS BECAUSE.....**

**GOOD EMPLOYERS ARE.....**

**GOOD EMPLOYEES ARE.....**

**I LIKE TO READ .....**

**MY FAVORITE SPORT IS .....**

**I WANT TO BE REMEMBERED AS .....**

## MY LEGACY TO THE WORLD

You've touched thousands of lives during your years on this earth. You've had friends and enemies, success and failures, satisfaction and regret. Though much will be forgotten, your life will have an impact on those around you. Have you considered what kind of impact you would like that to be?

**I would like to be remembered for:**

*An open letter to my daughter, granddaughter, grandnieces, their daughters, and the generations that follow me.*

*Date*_____

*An open letter to my son, grandson, grandnephews, their sons, and the generations that follow me.*

*Date*_____

## SUCCESS IN MY LIFE

LEADER'S NOTE: Looking at special accomplishments or successes and analysizing skills involved has a two-fold purpose of restoring a sense of personal usefulness and giving information to the group. Participants can suggest places to put these skills to use.

Make careful groups. Some success stories will be more powerful than others Make sure that each person identifies something accomplished and write it down before group work begins. Emphasize that this is a skills-identification exercise. Each has something to say.

Examples of success stories: A welfare mother said, "Someone told me I'm good to my kids." A grant director said, "When I surveyed my neighborhood, I got City Hall to replace the entire water system on my side of town, and received a good citizenship award." Both had special skills.

### Small Group Activity

(Time Approximately 30 Minutes)

DIRECTIONS: Take five minutes to do the " Successes in My Life" Worksheet. Working in groups of three or four, each person may talk about an occasion when others commented, "You really did a good job." At the top of a page, have the participant describe briefly a successful experience. At the bottom, list the skills used to accomplish these.

### Large Group Activity

When examining accomplishments, patterns become apparent in such areas as skills used, people you liked to work with, rewards, or work situations where this could happen again.

In reviewing others' success stories, have them look for patterns that might be missed and discuss them now.

## SUCCESS IN MY LIFE EXERCISE

Directions: This is a skills-identification exercise. Think about six areas of your life:

Work
Home
Social
Church
School
Community

Select one of these areas in which you have done something about which everyone said, "You did a good job." In a few words, write a description of your success on the "Successes in My Life" worksheet. List the skills you used to accomplish your success

Description

_____

_____

_____

_____

_____

_____

Skills Used

_____

_____

_____

_____

_____

_____

# ASSERTIVE BEHAVIOR

Assertive behavior is the ability to exercise one's rights without infringing on the rights of others. It means being able to state your opinions *without abusing or taking advantage of others* , and without being abused or taken advantage of.

**Assertive People:**

- Communicate feelings and opinions clearly and directly
- Speak clearly
- Establish eye contact
- Give honest feedback
- Have facial expressions and body language that match what they are saying

**UNDER-ASSERTIVE BEHAVIOR**

Under-assertive individuals may be seen as shy, timid, or reserved. In most situations, they do not assert their rights or act on their feelings.

**Under-assertive people:**

- Make excuses
- Apologize for what they are about to say
- Speak in a voice that is hard to hear; looking down or away.
- Blame themselves when things go wrong

**OVER-ASSERTIVE BEHAVIOR**

Over-assertive behavior shows insensitivity to other people. This individual may appear to have a high level of self-confidence and command of every situation.

**Over-assertive people:**

- Blame others
- Take the offensive before anyone has a chance to say anything
- Speak loudly
- Use unnecessary violence (verbal or physical)
- Act overbearing and intimidate others

Being assertive takes practice; it can't be learned in a few minutes. Look for ways to practice. Seek to solve problems by communication, compromise, and cooperation.

## BEING ASSERTIVE

In this activity the participant will define and identify assertive behavior

### DIRECTIONS:

1. Read "Assertive Behavior" information.
2. For the following situation, answer and discuss the questions below.

### QUESTIONS:

1. **In a restaurant, you order a hamburger well done, and it is served rare.**

   If you were under-assertive, what would you do or say?

   If you were over-assertive, what would you do or say?

   If you were assertive , what would you do or say?

2. **Choose a family problem. Describe assertive actions that could be used to solve the problem.**

## How Much Change Can You Take?

Dr. Thomas Holmes, professor of psychiatry at the University of Washington, and others have devised a scale which assigns point value to stress– good and bad– that affects us when we make changes in our lives. When enough changes occur during one year, their cumulative effect may be detrimental to your health. Of the people he studied, eighty percent of those whose total points exceeded 300 became seriously depressed, had heart attacks, or suffered from other illnesses (1979).

Take time in the workshop or at home to complete the following stress evaluation. Ask yourself what you can do to eliminate excess stress.

## THE SOCIAL READJUSTMENT RATING SCALE

| Life event | | Mean value |
|---|---|---|
| 1. | Death of spouse | 100 |
| 2. | Divorce | 73 |
| 3. | Marital separation from mate | 65 |
| 4. | Detention in jail or other institution | 63 |
| 5. | Death of a close family member | 63 |
| 6. | Major personal injury or illness | 53 |
| 7. | Marriage | 50 |
| 8. | Being fired at work | 47 |
| 9. | Marital reconciliation with mate | 45 |
| 10. | Retirement from work | 45 |
| 11. | Major change in the health or behavior of a family member | 44 |
| 12. | Pregnancy | 40 |
| 13. | Sexual difficulties | 39 |
| 14. | Gaining a new family member (e.g., through birth, adoption, oldster moving in etc.) | 39 |
| 15. | Major business readjustment (e.g., merger reorganization, bankruptcy, etc.) | 39 |
| 16. | Major change in financial state (e.g., a lot worse off or a lot better off than usual). | 38 |
| 17. | Death of a close friend | 37 |
| 18. | Changing to a different line of work | 36 |
| 19. | Major change in the number of arguments with spouse (e.g., either more or less than usual regarding child-rearing, personal habits, etc.) | 35 |
| 20. | Taking out a mortgage or loan for a major purchase.(e.g., for a home, business, etc.) | 31 |
| 21. | Foreclosure on a mortgage or loan | 30 |
| 22. | Major change in responsibilities at work (e.g., promotion, demotion, lateral transfer,etc.) | 29 |
| 23. | Son or daughter leaving home (e.g., marriage, attending college, etc.) | 29 |
| 24. | Trouble with in-laws | 29 |
| 25. | Outstanding personal achievement | 28 |
| 26. | Wife beginning or ceasing work outside the home | 26 |
| 27. | Beginning or ceasing formal schooling | 26 |

| | | |
|---|---|---|
| 28. | Major change in living conditions(e.g., building a new home, remodeling, deterioration of home or neighborhood) | 25 |
| 29. | Revision of personal habits (dress, manners, association, etc.) | 24 |
| 30. | Troubles with the boss | 23 |
| 31. | Major change in working hours or conditions | 20 |
| 32. | Change in residence | 20 |
| 33. | Changing to a new school | 20 |
| 34. | Major change in usual type and/or amount of recreation | 19 |
| 35. | Major change in church activities (e.g., a lot more or a lot less than usual) | 19 |
| 36. | Major change in social activities (e.g., clubs, dancing, movies, visiting, etc.) | 18 |
| 37. | Taking out a mortgage or loan for a lesser purchase (e.g., for a car, TV, freezer, etc.) | 17 |
| 38. | Major change in sleeping habits (a lot more or a lot less sleep, or change in part of day when asleep) | 16 |
| 39. | Major change in number of family get-togethers (e.g. a lot more or a lot less than usual) | 15 |
| 40. | Major change in eating habits( a lot more or a lot less food intake, or very different meal hours or surroundings) | 15 |
| 41. | Vacation | 13 |
| 42. | Christmas | 12 |
| 43. | Minor violations of the law (e.g., traffic tickets, jaywalking, disturbing the peace, etc) | 11 |

## REDUCING STRESS

Write down three immediate goals that you can accomplish in the next month to reduce excessive stress.

### Minigoals:

1.

2.

3.

**Steps I can take this weekend toward the immediate goals.**

1.

2.

3.

4.

5.

**Realistically, what can I have accomplished one week from today?**

**Will I do it? (If so, then you're off to a good start)**

## SETTING PRIORITIES AND MAKING TIME

If you can't have *everything*, what can you have? Well, What do you want? What do you want *most*? It might be painful to find that "you're only human," but at least you have the power to decide which things are most important to you. Then you can make those goals your top priorities - the things you'll try hardest for, put ahead of other interests, spend the most time on. It's possible to have hundreds of accomplishments and still find yourself unsatisfied, simply because you never made time to do the one thing you most wanted. The next exercise will help you decide what you priorities are and where your time can best be spent.

Use the spaces provided to make a list of all the things you have to do or would like to do in the following week. Include housework, outside jobs, relationships, activities with friends, what ever you usually do. Then beside each entry, indicate its importance to you. Many factors contribute to how "important" each task is. For example, attending a meeting may not be *personally* important to you, but cooperating with your employer may be.

For each task or activity, indicate its importance by writing an "A", "B", or "C". Place an "A" by activities that *have* to get done in the next week or are of most importance for you personally. You will sacrifice some things for these. They are your top priorities. Then write a "B" by activities that are important, but not crucial. Write a "C" by items that would be nice to get done if you have time, but won't cause problems if they are left undone.

After you have listed your "A", "B", and "C" priorities, try to work on your "A,s" first and complete them before going on to the "B's". Then finally, if you have the time, do your "C" tasks.

## YOUR PRIORITIES FOR THE NEXT WEEK

1. List what you need to do in the next seven days:

2. Give your activities a priority rating of "A", "B", or "C"

| | A | B | C |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

**One week later**

1. Did you accomplish all your "A" tasks?

2. Did the "C's" you left uncompleted really need doing?

3. Did you do "C's" and leave "A's" and "B's" undone?

4. Did you work on your "A's" first? _____ "B's" second? _____

"C's" third? _____

5. At the end of this week, how do you feel about what you accomplished?

A list like this allows you to plan your time more effectively, achieve the things that are important to achieve at the time, and helps you avoid procrastination of an important, but perhaps an unpleasurable activity.

## YOUR PRIORITIES FOR THE NEXT MONTH

1. List what you need to do during the next month.
2. Give your activities a priority rating of "A", "B", "C".

Activity: _____

Priority: _____

Activity: _____

Priority: _____

Acitivity: _____

Priority: _____

Acitivity _____

Priority: _____

Activity: _____

Priority _____

Activity: _____

Priority: _____

Activity: _____

Priority: _____

## THE FUTURE

On these pages, you can record the changes that will take place in the coming years. You can expect substantial changes in your goals and values. What ever your age, there will always be new decisions to be made.

Use the following exercise to help you remember where you've been, and where you're heading.

## FIVE YEARS FROM NOW Date _____

Thoughts about relationships:

Experiences I've found most valuable or satisfying:

What I value now:

My family plans and goals:

Important decisions I must make:

How I spend my time:

New skills and interests:

**MY GOALS FOR THE NEXT TEN YEARS:**

# SECTION 3

## Pre-employment and Work Maturity Checklists

## ECS Pre-employment and Work Maturity Checklists

The Employability Competency System Pre-employment and Work Maturity Checklists include the following:

A. Career Awareness: Making Career Decisions Using Labor Market Information
B. Preparing a Resumé
C. Cover Letter
D. Filling out an Application
E. Interviewing
F. Work Maturity
G. Job Experience/Training.

It may be appropriate for your program to choose the use of all the checklists or a few specific ones. They assess pre-employment and work maturity skills and can be used for pre and post assessment. They are reliable tools for monitoring client progress.

The Career Awareness: Making Career Decisions & Using Labor Market Information checklist is designed to assess how much clients know about the job they would like to obtain, what specific skills are necessary to get this job, the knowledge the participant has as to what is available in the job market, and general information on how to locate and contact employers to apply for an appropriate position. This checklist can be used during classroom instruction, during an orientation interview with an educational service provider, and during Job Club/Job Search component of GAIN.

The Checklists: Preparing a Resumé, Cover Letter, and Filling out an Application, may be used in the classroom for instruction or during an interview by the educational service provider. These checklists are designed to assess the applicable writing skills necessary to attain employment.

The Interviewing Checklist assesses the skills necessary to interview for a position. This checklist can also be used for classroom instruction and/or during an interview by an educational service provider.

The Work Maturity Checklist is designed to assess the work maturity or job readiness of a participant in a real or simulated job setting. It can be completed by the classroom instructor and used for classroom instruction and practice when the classroom has been set up to model a workplace. There is an ECS Work Maturity Video available from CASAS, which can be used in conjunction with the Work Maturity Checklist. This Work Maturity Video portrays Jeff who works in a warehouse and Kate who works at a video store. These two vignettes can be used for classroom instruction to allow students to rate Kate and Jeff's work maturity skills and to discuss how these workers demonstrated their skills. This video can also be used to train program staff in using the Work Maturity Checklist.

There are clarifications provided on the back of each Checklist to provide more descriptive definitions for each area to improve consistency among various jobs and program staff.

The ECS Assessment Summary, used in conjunction with an EEDP (Educational/Employment Development Plan), assists in monitoring and documenting a learner's progress in the remediation process.

These Checklists were designed as a result of a statewide survey of all Private Industry Councils in California. A competency was considered a high priority and essential for inclusion into the comprehensive competency system if over 70 percent of the respondents indicated that the competency was PIC-approved. The survey results were organized into the 11 specific competency areas addressed by the Department of Labor's requirements for a "sufficiently developed system" for JTPA programs.

# Employability Competency System
## Assessment Summary

Participant's Name_____

Staff Person_____Date_____

Using Checklists A-G, determine if the participant meets minimum Competency Attainment Level. Please check YES or NO accordingly.

| ◆ BASIC SKILLS | YES | NO | Date Certified | Survey Achievement Test Scores |
|---|---|---|---|---|
| ECS Appraisal Reading Score_____ | ☐ | ☐ | | Pre_____ Post_____ |
| ECS Appraisal Math Score_____ | ☐ | ☐ | | Pre_____ Post_____ |

| ◆ PRE-EMPLOYMENT/WORK MATURITY SKILLS | (Checklist) | | | | |
|---|---|---|---|---|---|
| 1.. Career Awareness | (A) | ☐ | ☐ | | Interest/Aptitude Test Instrument_____ |
| 2. Resume Checklist | (B) | ☐ | ☐ | | Comments: |
| 3. Cover Letter Checklist | (C) | ☐ | ☐ | | |
| 4. Application Checklist | (D) | ☐ | ☐ | | |
| 5. Interview Checklist | (E) | ☐ | ☐ | | |
| 6. Work Maturity Checklist | (F) | ☐ | ☐ | | |

| ◆ JOB-SPECIFIC SKILLS | | | | | |
|---|---|---|---|---|---|
| Job Experience/Training Checklist | (G) | ☐ | ☐ | | |

* The ECS Assessment Summary is to be used in conjunction with an Educational/Employment Development Plan (EEDP).



Comprehensive Adult Student Assessment System, 1991. © All rights reserved.
Employability Competency System

# Career Awareness

## Making Career Decisions
## Using Labor Market Information

**Checklist A**

Participant's Name_____

Staff Person_____ Date_____

Pre-Test ☐ Post-Test ☐

**When to use:** **During** a participant's intake interview, ask the following questions.
**Scoring:** If the participant clearly and fully answers the question, check **YES**. If the participant can not answer the question or does not specifically answer, check **NO** and do **not** continue to the next question on this pre-test.

| | | YES | NO |
|---|---|---|---|
| 1. | What kind of job would you like to be doing? * | ☐ | ☐ |
| 2. | What are the characteristics of this job that interest you? * | ☐ | ☐ |
| 3. | What kind of education/training and/or work experience do you need to qualify for this job? * | ☐ | ☐ |
| 4. | What is your plan to match your interests to the necessary education/training and work experience for the job you have chosen? * | ☐ | ☐ |
| | Meets ***Making Career Decisions*** requirements for Certification by satisfactorily answering questions #1 - 4. | ☐ | ☐ |
| 5. | How have you identified possible job opportunities in your community? * | ☐ | ☐ |
| 6. | Name some organizations/companies in your community where the job you'd like may be found. * | ☐ | ☐ |
| 7. | Are you able to show an employer all the documents needed for employment? | ☐ | ☐ |

- Drivers license, if appropriate
- Social Security card
- Birth certificate or immigration card
- Work permit (if under 18).

| | | | |
|---|---|---|---|
| 8. | Which potential employers have you contacted either by phone or in person to arrange job interviews? | ☐ | ☐ |
| 9. | Have you ever interviewed for a job? (optional) | ☐ | ☐ |
| 10. | Have you ever received a job offer that is acceptable? (optional) | ☐ | ☐ |
| | Meets ***Using Labor Market Information*** requirements for Certification by satisfactorily answering questions #5 - 10. | ☐ | ☐ |

* See the reverse side for clarifications.

Comprehensive Adult Student Assessment System, 1991. © All rights reserved.
Employability Competency System

## Career Awareness Checklist - Clarifications

1. The participant can name one or two realistic possibilities.

2. The participant expresses some of the following as possible answers:

   **I like to work:**
   with numbers/data,
   with people, or things
   indoors/outdoors

   **I like work which:**
   is helping, caring
   is physical
   is creative
   pays a _____salary

3. Participant describes relevant training/experience and or education
   For example - Person wants to be involved with warehouse inventory.
   Participant states he/she has had experience as a stock clerk.

4. Participant describes plan to obtain relevant training and or work experience for desired job.

5. Participant states some of the following possible answers:
   want ads
   referrals from friends and relatives
   bulletin boards
   placement services
   signs, etc.

6. Participant is able to state a few realistic possibilities.

7. .....

8. .....

9. .....

10. .....

Cross-reference of checklist questions to CASAS competencies

| | |
|---|---|
| 1,4 | 4.1.9 |
| 3 | 4.1.8 |
| 5 | 4.1.3 |
| 7 | 4.1.1 |

Refer to the CASAS Curriculum Index and Matrix and/or the CASAS Curriculum Index for Employability to find appropriate resource material which addresses these competencies.

# Preparing a Resumé

**Checklist B**

Participant's Name_____

Staff Person_____ Date_____

Pre-Test ☐ Post-Test ☐

**When to use:** Immediately **after** a participant's intake interview, evaluate the participant's resumé using this checklist.
**Scoring:** If the participant's resumé meets the criteria as stated in each question, check **YES**. If the participant does not have a resumé, check **NO** in the box at the bottom.

| | | YES | NO | Date Certified |
|---|---|---|---|---|
| 1. | Is the resumé typed, neat and orderly? * | ☐ | ☐ | |
| 2. | Is the resumé presented in an organized format?* | ☐ | ☐ | |
| 3. | Is the resumé generally free of spelling, grammatical and/or typographical errors?* | ☐ | ☐ | |
| 4. | Does the applicant highlight his skills and strengths?* | ☐ | ☐ | |
| | **Is the following information included on the resumé?** | | | |
| 5. | Name, address, telephone or message number | ☐ | ☐ | |
| 6. | Position sought* | ☐ | ☐ | |
| 7. | Work and/or volunteer history * | ☐ | ☐ | |
| 8. | Duties/skills and/or accomplishments* | ☐ | ☐ | |
| 9. | Education/training | ☐ | ☐ | |
| 10. | References* | ☐ | ☐ | |

*See reverse side for clarifications.

Number of "YES" checks _____

Recommended Minimum Competency Attainment level 10 (100%)
(100% mastery is recommended to conform to employer.)

| | YES | NO |
|---|---|---|
| Meets "*Preparing Resumes*" requirements for Certification | ☐ | ☐ |



Comprehensive Adult Student Assessment System, 1991. © All rights reserved.
Employability Competency System

## Resumé Checklist - Clarifications

1. The resumé is free from obvious strikeovers, crossouts, incomplete erasures, paper wrinkles, coffee stains.

2. A variety of formats may be acceptable to prospective employers. However, all key elements (see #5 - 10 below) should be presented in a visually effective format.

3. The applicant's command of proper spelling and grammar is appropriate to the job sought.

4. The applicant uses action verbs and gives specific examples, e.g. "Supervised two machine operators in set up of new work stations."

5. -----

6. The position sought should be clearly stated.

7. This should include name of company or organization and dates (optional).

8. The applicant describes the duties, skills and accomplishments for each job.

9. -----

10. Or "References available upon request."

Cross-reference of checklist questions to CASAS competencies

| | |
|---|---|
| all | 4.1.2 |
| 1,3 | 4.1.7 |

Refer to the CASAS Curriculum Index and Matrix and/or the CASAS Curriculum Index for Employability to find appropriate resource material which addresses these competencies.

# Cover Letter

**Checklist C**

Participant's Name_____

Staff Person_____Date_ _____

Pre-Test ☐ Post-Test ☐

**When to use**: Immediately **after** a participant's intake interview, evaluate the participant's cover letter using this checklist.
**Scoring:** If the participant's cover letter meets the criteria as stated in each question, check **YES.** If the participant does not have a cover letter, check **NO** in the box at the bottom.

| | YES | NO | Date Certified |
|---|---|---|---|
| 1. Does the cover letter have a business letter format?* | ☐ | ☐ | |
| **Does the letter contain:** | | | |
| 2. An opening statement expressing the purpose of writing? | ☐ | ☐ | |
| 3. A statement including one or more of the following?<br>– job skills<br>– job experience<br>– education/training | ☐ | ☐ | |
| 4. A statement of interest in a specific job or company? | ☐ | ☐ | |
| 5. A statement indicating a procedure?* | ☐ | ☐ | |
| **Is the letter:** | | | |
| 6. Neat?* | ☐ | ☐ | |
| 7. Free of spelling and capitalization errors?* | ☐ | ☐ | |
| 8. Free of punctuation and grammatical errors?* | ☐ | ☐ | |
| 9. Well organized?* | ☐ | ☐ | |
| 10. Signed?* | ☐ | ☐ | |

* See reverse side for clarifications.

Number of "YES" checks _____

Recommended Minimum Competency Attainment level 8 (80%)

| Meets "*Writing Cover Letter*" requirements for Certification | YES | NO |
|---|---|---|
| | ☐ | ☐ |



Comprehensive Adult Student Assessment System, 1991. © All rights reserved.
Employability Competency System

## Cover Letter Checklist - Clarifications

1. The letter includes date, inside address, return address, formal salutation, body and closing.
2. -----
3. -----
4. -----
5. The procedure could be either action to be taken by the applicant or by the employer.
6. The letter has proper margins and spacing and is relatively free of erasures and strikeovers.
7. The applicant's command of proper spelling (including capitalization) is appropriate to the job sought.
8. The letter is generally free of grammatical, punctuation and/or typographical errors.
9. The letter is clear and concise, using logical sequence and appropriate information.
10. -----

Cross-reference of checklist questions to CASAS competencies

| | |
|---|---|
| all | 4.1.2 |
| 3 | 4.1.8 |

Refer to the CASAS Curriculum Index and Matrix and/or the CASAS Curriculum Index for Employability to find appropriate resource material which addresses these competencies.

# Filling Out an Application

**Checklist D**

Participant's Name_____

Staff Person_____ Date_____

Pre-Test ☐ Post-Test ☐

**When to use:** Immediately **after** a participant's intake interview, evaluate the participant's application using this checklist.
**Scoring:** If the participant's application meets the criteria as stated in each question, check **YES**. If the participant does not have an application, check **NO** in the box at the bottom.

| | | YES | NO | Date Certified |
|---|---|---|---|---|
| 1. | Is the entire application printed in ink or typed? | ☐ | ☐ | |
| 2. | Is the application neat?* | ☐ | ☐ | |
| 3. | Are all lines/sections completed?* | ☐ | ☐ | |
| 4. | Is the information located in the appropriate place?* | ☐ | ☐ | |
| 5. | Is a telephone, message number or address provided? | ☐ | ☐ | |
| 6. | Is work experience listed in specified order?* | ☐ | ☐ | |
| 7. | Is education/training experience listed in specified order?* | ☐ | ☐ | |
| 8. | Are all requested references listed?* | ☐ | ☐ | |
| 9. | Are all words spelled or abbreviated correctly?* | ☐ | ☐ | |

*See reverse side for clarifications.

Number of "YES" checks _____

Recommended Minimum Competency Attainment level __9__ (100%)
(100% mastery is recommended to conform to employer.)

| Meets "*Filling Out Applications*" requirements for Certification | YES ☐ | NO ☐ |
|---|---|---|



Comprehensive Adult Student Assessment System, 1991. © All rights reserved.
Employability Competency System

## Application Checklist - Clarifications

1. -----

2. The application is free from obvious strikeovers, crossouts, incomplete erasures, paper wrinkles, coffee stains.

3. Either information or N/A for Not Applicable is acceptable.

4. Information should be on the right lines. Name should be in specified sequence such as: last, first, middle, or first, middle, last. Dates should be in correct places such as: date of birth, date of availability, date of application.

5. -----

6. If the application doesn't specify whether the work experience should be recorded from first job to most recent job or from most recent job to first job, either is acceptable as long as the information is sequenced.

7. If the application doesn't specify whether the education/training experience should be recorded from beginning to most recent education/training or from most recent to earlier education/training, either is acceptable as long as the information is sequenced.

8. If the application doesn't request references, mark "Yes."

9. The applicant's command of proper spelling and grammar is appropriate to the job sought.

Cross-reference of checklist questions to CASAS competencies
all 4.1.2

Refer to the CASAS Curriculum Index and Matrix and/or the CASAS Curriculum Index for Employability to find appropriate resource material which addresses these competencies.

# Interviewing

**Checklist**
**E**

Participant's Name_____

Staff Person_____ Date_____

Pre-Test ☐ Post-Test ☐

**When to use:** Immediately **after** a participant's intake interview, evaluate the participant's interview using this checklist.
**Scoring:** If the participant's interview meets the criteria as stated in each question, check **YES**. If the participant does not have an interview, check **NO** in the box at the bottom.

| **The participant:** | YES | NO | Date Certified | Comments |
|---|---|---|---|---|
| 1. Is on time for the interview? | ☐ | ☐ | | |
| 2. Is appropriately dressed and well-groomed?* | ☐ | ☐ | | |
| 3. Provides documents as requested? | ☐ | ☐ | | |
| 4. Expresses self clearly?* | ☐ | ☐ | | |
| 5. Provides complete, appropriate answers to all questions?* | ☐ | ☐ | | |
| 6. States relevant qualifications?* | ☐ | ☐ | | |
| 7. Asks appropriate and relevant questions?* | ☐ | ☐ | | |
| 8. Has a positive attitude?* | ☐ | ☐ | | |
| 9. Demonstrates appropriate body language?* | ☐ | ☐ | | |

* See reverse side for clarifications.

Number of "YES" checks _____

Recommended Minimum Competency Attainment level ___7___ (78%)

| Meets "*Interviewing*" requirements for Certification | YES | NO |
|---|---|---|
| | ☐ | ☐ |



Comprehensive Adult Student Assessment System, 1991. © All rights reserved.
Employability Competency System

## Interviewing Checklist - Clarifications

1. -----
2. Clothing is appropriate for the position being sought and for the interview setting.
3. -----
4. Speech is understandable. Meaning is clear in spite of accent or minor grammatical errors.
5. Answers the questions asked completely, but does not ramble or provide extraneous information.
6. Talks about experience, training or abilities specific to the job for which applying. Does not ramble about unrelated topics.
7. Asks questions related to job duties, on the job training and hiring timeline.
8. Displays an interest in the job and in the company. Does not talk negatively about previous work experience. Demonstrates confidence in ability to do the job.
9. Maintains eye contact, sits upright, gives a firm handshake.

Cross-reference of checklist questions to CASAS competencies

| | |
|---|---|
| all | 4.1.5 |
| 3 | 4.1.1 |
| 8 | 4.1.7 |

Refer to the CASAS Curriculum Index and Matrix and/or the CASAS Curriculum Index for Employability to find appropriate resource material which addresses these competencies.

# Work Maturity

**Checklist F**

Participant's Name_____

Job Title_____ Date_____

Worksite_____

As a worksite supervisor, you can provide valuable information periodically regarding this person's job readiness. Please read the following list and check **A** for Acceptable or **U** for Unacceptable after each question. If the question is not applicable, please leave blank.

| DOES THE PERSON: | A | U | Date Certified | Comments |
|---|---|---|---|---|
| 1. Demonstrate punctuality? | ☐ | ☐ | | |
| 2. Maintain an attendance record that is acceptable to the program/job? | ☐ | ☐ | | |
| 3. Exhibit good interpersonal relations by: | | | | |
| • Interacting appropriately with public? | ☐ | ☐ | | |
| • Cooperating with co-workers? | ☐ | ☐ | | |
| • Reacting appropriately to direction and criticism? | ☐ | ☐ | | |
| • Responding appropriately to various supervisors? | ☐ | ☐ | | |
| 4. Demonstrate positive attitudes/behaviors by: | | | | |
| • Following worksite standards of behavior? | ☐ | ☐ | | |
| • Accepting his responsibility for his/her actions? | ☐ | ☐ | | |
| • Demonstrating self-confidence? | ☐ | ☐ | | |
| • Demonstrating reliability and dependability? | ☐ | ☐ | | |
| • Following job safety and health rules? | ☐ | ☐ | | |
| • Adapting to changes at work (flexibility)? | ☐ | ☐ | | |
| • Working effectively under pressure? | ☐ | ☐ | | |
| 5. Presents appropriate appearance by: | | | | |
| • Dressing appropriately? | ☐ | ☐ | | |
| • Maintaining a neat and clean appearance? | ☐ | ☐ | | |
| 6. Completes tasks effectively by: | | | | |
| • Following directions? | ☐ | ☐ | | |
| • Giving timely notice of absences and interruptions to work schedules? | ☐ | ☐ | | |
| • Asking for clarification of direction as needed? | ☐ | ☐ | | |
| • Completing tasks/assignments on time? | ☐ | ☐ | | |
| • Performing work that meets quality control standards? | ☐ | ☐ | | |
| • Working effectively with minimal supervision? | ☐ | ☐ | | |

| Meets "*Work Maturity*" requirements for Certification | YES | NO |
|---|---|---|
| | ☐ | ☐ |

I have worked with this participant for _____ hours per day for a total of _____ days.

Signature_____ Job Title_____ Worksite _____ Date _____



Comprehensive Adult Student Assessment System, 1991. © All rights reserved.
Employability Competency System

# Work Maturity Checklist - Clarifications

These are specific examples of what these behaviors may look like and how they can be evaluated in various programs. Agencies and communities should reach a consensus on their specifications for acceptable and unacceptable behavior. Varying cultures, settings and expectations must be considered.

1. **Consistently punctual** (4.4.1, 2.3.1)
   Comes to work on time
   Comes back from break on time
   Is on time to interviews, class activities, etc.
   Is dressed and prepared to begin work at starting time

2. **Maintains regular attendance** (4.4.1)
   Consistently is at work/training when scheduled
   Notifies employer/instructor of necessary absence or tardiness
   Takes no excessive time off and gives advance notification whenever possible

3. **Exhibits good interpersonal relations** (4.4.1)
   a. Communicates with other staff or participants as well as customers and in effective/pleasant manner (0.1.1, 0.1.3, 0.1.4)
      Is polite, not argumentative in accepting and expressing criticism, remains calm, has eye contact (4.4.5)
   b. Participates in small groups, class activities and work projects and organizational functions
      Identifies team needs and goals and works as a team member
   c Pays attention
      Expresses personal needs related to job or training (4.4.2)
      Seeks advice when needed, possesses strong listening skills (4.4.5)
   d. Works effectively under different kinds of supervision
   e. Adapts to style of manager

4. **Demonstrates positive attitudes/behaviors** (4.4.1)
   a. Knows and follows the chain of command (4.3.4)
      Accepts authority, rules and regulations
      Learns as much as possible about the job, company and industry
   b. Takes responsibility and is accountable for the effects of own judgements, decisions and actions
   c Develops a sense of contribution and pride in one's work
      Handles mistakes effectively and learns from them
   d. Identifies and demonstrates employer expectations such as loyalty, enthusiasm, dependability, honesty, willingness to learn and to accept criticism (4.4.5)
   e. Operates equipment safely complying with applicable local company policies, and state and federal regulations (3.4.2, 3.4.5, 4.3.1, 4.3.2, 4.3.3, 4.3.4)
      Uses property and supplies carefully and appropriately
   f. Initiates tasks, ready to try new skill methods and roles. Adjusts to increased or changing workloads or class activities (4.4.4)
   g Demonstrates time management.
      Keeps calm demeanor when work becomes stressful

5. **Presents appropriate appearance** (4.4.1)
   a. Exhibits clothing and hygiene appropriate for group, class or work site (3.5.5)
      Understands functional dress code
      Adheres to uniform policies
      Wears appropriate work clothing
   b. Displays care for personal hygiene/good grooming (3.5.5)
      Wears appropriate hair style for work (i.e. out of eyes)
      Identifies and inventories grooming strengths and weaknesses and plans appropriate change as needed

6. **Completes tasks effectively** (4.4.1)
   a. Completes job duties as directed (4.4.4)
      Seeks new ways of doing things and understands how to implement change (4.4.5)
      Anticipates job responsibilities beyond the job description (4.4.4)
   b. Gives notice when equipment is inoperable
      Notifies employer/instructor of necessary absence or tardiness
      Takes no excessive time off and gives advance notification whenever possible
   c Requests help when needed (4.4.5)
      Asks for and accepts suggestions for improvement
   d. Performs other job-related tasks as assigned willingly and efficiently in a timely fashion
      Is conscious of time schedules
   e. Is particular about finished product
      Completes work to meet industrial standards
      Is conscious of time schedules
   f. Manages personal responsibilities
      Works effectively without supervision or with limited supervision
      Willingly takes the first step to complete tasks

Cross-reference of checklist questions to CASAS competencies

Numbers in parentheses indicate CASAS competencies which correspond to the prints appearing in the above outline. Refer to the CASAS Curriculum Index and Matrix and/or the CASAS Curriculum Index for Employability to find appropriate resource material which addresses these competencies.

# Job Experience/Training

**Checklist G**

Participant's Name_____

Staff Person_____ Date_____

Pre-Test ☐ Post-Test ☐

**When to use:** During a participant's intake interview, evaluate the participant's job training and/or work experience using this checklist. *

**Scoring:** If participant has had job training and/or work experience fill in the information and check YES. If the participant does not have sufficient job training and/or work experience and letters of reference, check NO in the box at the bottom.

## The participant has had job experience:

YES ☐ NO ☐

Comments

Type of Job _____

Responsibilities _____

Place of Employment_____

Dates of Employment* _____

YES NO

Reference/Recommendation verified* ☐ ☐

## The participant has had job training:

YES ☐ NO ☐

Type of job training _____

Place where training took place_____

Dates of training* _____

YES NO

Received Certificate ☐ ☐

Reference/Recommendation verified ☐ ☐

* See reverse side for clarifications.

Meets "*Job-Specific Skills*" requirements for Certification YES ☐ NO ☐



Comprehensive Adult Student Assessment System, 1991. © All rights reserved.
Employability Competency System

## Job Experience/Training Checklist - Clarifications

Job Experience/Training: Determine your agency's standards for minimum expectations.

Dates of Employment/Training: Determine your agency's standards for minimum length of employment.

Reference/Recommendation verified: This can be done by phone call, letter or other acceptable form of verification.

# SECTION 4

## Community Resources

# Community Resources

This section contains the listings of community services most often needed by students. For additional referrals, consult any of these:

- White pages of the phone book, especially community services numbers, section A, in the front of the book.
- Yellow pages of the phone book
- Site counselors or administrators
- Knowledgeable clergy or other professionals who have experience in the areas of concern.

This section, developed for San Diego County, gives an organizational structure and comprehensive listing of agencies in one area. It is intended as a model, therefore phone numbers have not been included.

Local agencies should obtain a copy of a services directory developed for your county. It can usually be obtained through Human Services Agencies. You don't have to re-invent the wheel. As services are used, personal contacts, eligibility requirements, and specific services information could be developed into a format similar to this one.

The compilation of a local resource directory can become part of the instructional program. Students can do the research, call to validate addresses and phone numbers and be generally responsible for the directory. This is an excellent competency based, cooperative learning activity and would require use of several basic skills (including communication) to finish this task.

# Model Resource Guide

## ALCOHOL AND DRUG ABUSE/ADDICTIONS

Phone

Adult Children of Alcoholics

Alanon

Alateen

Alcoholics Anonymous

Alcohol Detoxication Center

Gamblers Anonymous

MITE Inc

Neighborhood Recovery Center

New Attitudes, Recovery Home for Women with Eating Disorders

Overeaters Anonymous-Anorexic/Bulimic listings as well

Scripps Clinic, Alcohol-Chemical Dependency Services

Sharp Cabrillo Hospital Alcohol and Drug Treatment Program

## CHILD CARE

YMCA Child Care Resource Service

Head Start

San Diego City School Children Centers

## EMERGENCY NUMBERS

(Emergency calls only)

Fire and Rescue
California Department of Forestry
Police or Sheriff
Ambulance

## CRISIS INTERVENTION AGENCIES

Burn Center

Child Abuse Hotline

Crisis Team (24 hour counseling service)

Help Center

Mental Health

Poison Control Center

Suicide Hotline

## COMMUNITY BASED CULTURAL ORGANIZATIONS

Access Refugee Employment Services, 6970 Linda Vista Rd.

Barrio Station, 2138 Logan Ave.

Black Federation of San Diego, P.O. Box 5661, San Diego, 92105

Cambodian Association of San Diego, P.O Box 5661, San Diego, 92105

Catholic Community Services, Refugee Resettlement Office, 4643 Mission Gorge Place

Centro Cultual de la Raza, 2004 Park Blvd.

Chicano Community Health Center, 1809 National Ave.

Chicano Federation of San Diego County, Inc., 920 E St.

Chinese Social Service Center, 428 Third Ave.

Indian Health Center, 2561 First Ave.

Indochinese Family Planning Outreach and Education Project, 6963 Linda Vista Rd.

International Rescue Committee (IRC), 1415 University Ave.

Japanese American Citizens League, 1031 25th St.

Jewish Community Center, 4079 54th St.

Jewish Family Services, 3355 Fourth Ave.

Jewish National Fund, 5511 El Cajon Blvd.

Korean Outreach Project, 1031 25th St.

Lao Family Community Inc., 6070 Linda Vista Rd.

Lutheran Immigration and Refugee, 4011 Ohio

NAACP, 2857 Imperial Ave.

Padre Hidalgo Center, 2277 National Ave.

Refugee Service Cooperative, 1031 25th St

Tryout Employment Program for Refugees, 5350 University

Union of Pan Asian Communities, 1031 25th St.

World Relief Co., 4445 Laurel St.

## FAMILY PLANNING

Birth Control Institute, 4228 El Cajon Blvd.

Planned Parenthood Association, 2100 Fifth Ave.

## HANDICAPPED SERVICES

Blind Recreation Center

Community Service Center for the Disabled

Resource Center for the Handicapped, SDCCD

San Diego City

San Diego Regional Center for Developmentally Disabled

San Diego State University, Rehabilitation Department

Sharp Rehabilitation Center

State Department of Rehabilitation

## CONSUMER PROTECTION

Better Business Bureau

CALPIRG (California Public Interest Research Group)

Consumer Credit Counselor

for additional listings, see white pages of phone book under Consumer

## EMPLOYMENT SERVICES

Able-Disabled, Inc.

Crisis Intervention Center

Employment Development Department, California

Fair Employment and Housing Department

San Diego City

San Diego County

## HEALTH SERVICES - GENERAL

Center for Indochinese Health Education

San Diego County, Department of Social Services:

San Diego County, Department of Health Services

Community Clinics

American Indian Health Clinic

Chicano Community Health Center

Mercy Clinic

Operation Samahan, Senior Citizens Downtown

UCSD Medical Center Clinic

Medicare

State Disabilities Program

## HEALTH SERVICES - HOSPITALS

Children's Hospital/Health Care Center

College Park Hospital

Harbor View Medical Center

Hillside Hospital

Mercy Hospital

Naval Hospital

Paradise Valley Hospital

UCSD Medical Center/University Hospital

## HIGHER EDUCATION

City College

Educational Cultural Complex

Mesa College

Mirimar College

San Diego State University

University of California, San Diego

University of San Diego

## HOUSING

Discrimination Hotline (call collect)

Fair Employment and Housing Department

Housing Authority

## LEGAL SERVICES

Immigration Law Clinic

Lawyer's Referral Service

Senior Citizen's Legal Services and Lawyer Referral

University of San Diego Legal Clinics

## LICENSURE/CREDENTIALS

Most of these listings are for students who have had professional training and experience.

Barbers - Board of Barber Examiners

Cosmetologists - Board of Cosmetology

Engineers - Board of Registration for Professional Engineers

M.D.S. - Board of Medical Quality Assurance

Nurses - Board of Registered Nursing

Pharmacists - Board of Pharmacy

Teachers - San Diego County Office of Education

Additional listings can be found in the white pages of the phone book under California State Government Office, Section C. preceeding alphabetical listings

## MENTAL HEALTH SERVICES

Catholic Community Services

County Mental Health

Crisis Team

Episcopal Community Services

Family Service Association

Jewish Counseling Center

Suicide Hotline

Hotline

UCSD Medical Center, Walter Gifford Clinic

Professional Referral Services

Site counselors may have additional referrals. The soliciting of students for private counseling practice by school personnel is unethical and prohibited by law.

## PARENTING SKILLS/SUPPORT

Parents Anonymous

SDCCD Child Development classes

YMCA Family Stress Center

## PERSONAL COUNSELING

See other pages in this chapter under Alcohol and Drug Abuse/Addictions, Emergency Hotlines, Mental Health, or Women's Resources. When calling counseling referral agency, indicate nature of student's counseling need: grief, suicide prevention, trauma, family abuse, etc.

## RECREATION (LOW COST)

Parks, swimming pools, recreation centers, beaches (bay and ocean) offer many low-cost choices for family and group picnics, games, etc. If transportation is a problem, there is probably a neighborhood park within walking distance of almost any home in the city. See the white pages of the phone book for 39 parks and 10 swimming pools listed under San Diego City Parks. For more information call the numbers listed below.

San Diego City Park and Recreation Department

Mission Bay Park Facilities, Information-Visitor

## WOMEN'S RESOURCES/WIFE/CHILD ABUSE/EATING DISORDERS

Adult Children of Alcoholics

Alcoholic Women's Residence - Turning Point

Battered Women

Center for Women's Studies and Services

Child Abuse Hotline, YMCA Family Stress Center

Child Abuse Prevention Foundation of San Diego County

Child Protection Service Hotline or "0" operator

Displaced Homemakers Project

Overeaters Anonymous

New Attitudes, Recovery Home for Women with Eating Disorders

Rape Emergency Assistanc League

Salvation Army Emergency Lodge

UCSD Medical Center/University Hospital Child Advocacy Program

Women's Counseling Referral Service

Women's Growth Center

Women's Legal Center of San Diego

YWCA Battered Women's Services

YWCA Residence for Women

# SECTION 5

## Sample GAIN Participant's Handbook

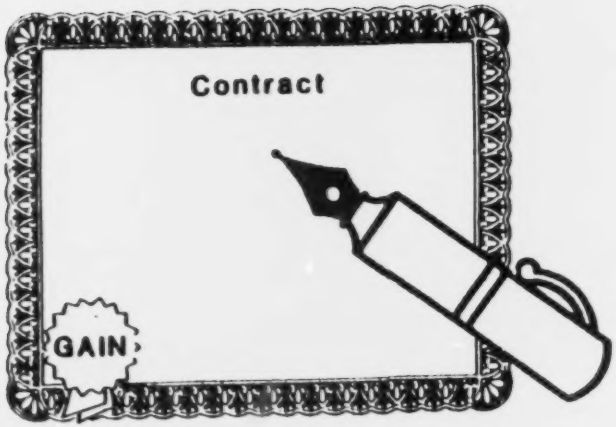
# GAIN PARTICIPANT'S HANDBOOK

FREMONT UNION HIGH SCHOOL DISTRICT

AND

MTN. VIEW/LOS ALTOS HIGH SCHOOL DISTRICT

ADULT EDUCATION CENTERS






## PURPOSE OF THE GAIN PROGRAM AT ADULT EDUCATION

THE PURPOSE OF THE *GAIN* REMEDIAL PROGRAM AT FREMONT UNION AND MTN. VIEW/LOS ALTOS ADULT EDUCATION CENTERS IS TO PROVIDE A STRONG BASIC EDUCATIONAL PROGRAM FOR *GAIN* PARTICIPANTS, ONE THAT FOSTERS SELF-ESTEEM AND SELF-DIRECTION IN ORDER TO MEET THE REQUIREMENT OF THE *GAIN* CONTRACT.

## WHAT IS GAIN?

GREATER AVENUES TO INDEPENDENCE, *GAIN*, WAS ESTABLISHED AS A "COMPREHENSIVE STATEWIDE EMPLOYMENT PROGRAM FOR AFDC APPLICANTS AND RECIPIENTS." IT RECOGNIZES THAT MANY INDIVIDUALS WHO NEED STATE AID FOR THEIR FAMILIES "DESIRE TO WORK AND WILL DO SO IF PROVIDED WITH THE OPPORTUNITY."

## WHAT WILL HAPPEN WHEN I AM REFERRED TO THE ADULT EDUCATION CENTER FOR AN APPOINTMENT?

1) YOU WILL MEET WITH AN INTAKE COUNSELOR FOR APPROXIMATELY 30 MINUTES, TO COMPLETE YOUR INTAKE REGISTRATION.

2) YOU WILL THEN SEE YOUR EDUCATIONAL COUNSELOR TO SET UP YOUR EDUCATIONAL PLAN AND AGREEMENTS FOR COMPLETING YOUR GAIN CONTRACT.

**come on in...**



## WHAT SHOULD I BRING TO THE APPOINTMENT?

1) CURRENT MEDICAL CARD
2) GAIN APPRAISAL SCORE(S) FROM THE DEPARTMENT OF SOCIAL SERVICES
3) GAIN CONTRACT AGREEMENT OR REFERRAL CARD
4) GREEN CARD, IF NOT A CITIZEN



## DESCRIBE YOUR ADULT EDUCATION CENTER

### AT THE CUPERTINO/SUNNYVALE ADULT ED SITES:

- THE PROGRAM IS 5 DAYS A WEEK, 9 TO 12 NOON, MONDAY - FRIDAY
- ALTERNATIVE SCHEDULES ARE POSSIBLE

### AT THE MTN. VIEW/LOS ALTOS ADULT ED SITES:

- INDIVIDUAL SCHEDULES ARE DEVELOPED TO MEET GAIN CONTRACTS

## WHAT KIND OF CLASSES ARE AVAILABLE TO ME?

- READING AND MATH (LITERACY SKILLS)
- GED PREPARATION
- HIGH SCHOOL DIPLOMA (INDEPENDENT STUDY)
- ENGLISH AS A SECOND LANGUAGE (ESL)

## TELL ME MORE ABOUT YOUR CLASSES

### BASIC SKILLS (ATLAS LITERACY PROGRAM)

A CREDENTIALED INSTRUCTOR AND TRAINED VOLUNTEERS TUTOR REMEDIAL READING, WRITING, AND MATH UP TO THE 9TH GRADE LEVEL. INSTRUCTION IS ON AN INDIVIDUAL OR SMALL GROUP BASIS. AN ASSESSMENT IS GIVEN TO DETERMINE YOUR LEVEL OF INSTRUCTION BEFORE BEGINNING CLASS.

### GED PREPARATION (GENERAL EDUCATION DEVELOPMENT)

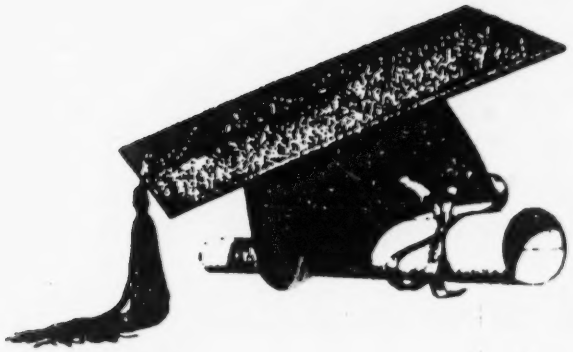
*GAIN* STUDENTS RECEIVE INSTRUCTIONAL ASSISTANCE IN ORDER TO PASS THE GED, A HIGH SCHOOL EQUIVALENCY TEST. ATTENTION IS FOCUSED ON THE SPECIFIC NEEDS OF THE STUDENT. CLASS SIZE IS SMALL TO INSURE EACH STUDENT INDIVIDUAL ATTENTION. THESE CLASSES ARE OFFERED BOTH DAY AND EVENING

### PRE-EMPLOYMENT TRAINING, EMPLOYMENT AND TRAINING OPPORTUNITIES

TRAINING-RELATED EMPLOYMENT OPPORTUNITIES ARE OFFERED THROUGH DIFFERENT VOCATIONAL PROGRAMS IF APPLICABLE TO A STUDENT'S CONTRACT







### INDEPENDENT STUDY HIGH SCHOOL DIPLOMA PROGRAM

YOU CAN EARN A HIGH SCHOOL DIPLOMA IN OUR INDEPENDENT STUDY PROGRAMS. COURSE WORK IS BASED ON AN INDIVIDUALIZED STUDY PLAN DESIGNED TO MEET THE GRADUATION REQUIREMENTS OF THE FREMONT UNION OR MTN. VIEW/LOS ALTOS HIGH SCHOOL DISTRICTS

ONCE YOUR INDIVIDUALIZED STUDY PLAN HAS BEEN DESIGNED, YOU WILL MEET WITH A CREDENTIALED INSTRUCTOR FOR ONE HOUR PER WEEK TO TURN IN YOUR HOMEWORK. YOUR INSTRUCTOR WILL CORRECT YOUR ASSIGNMENTS AND GIVE YOU A WEEK'S WORTH OF HOMEWORK. YOU CAN EXPECT TO SPEND 20 TO 25 HOURS A WEEK DOING YOUR HOMEWORK.

EACH JUNE THE ADULT ED CENTER HOLDS A GRADUATION CEREMONY FOR THOSE WHO HAVE COMPLETED THEIR REQUIREMENTS. YOU WILL RECEIVE A DIPLOMA FROM ONE OF THE HIGH SCHOOLS IN YOUR DISTRICT. SINCE 1979 MORE THAN 1,000 STUDENTS HAVE GRADUATED FROM THE DISTRICT'S PROGRAMS

**ENGLISH AS A SECOND LANGUAGE: (ESL)**

IF YOU ARE A LIMITED ENGLISH SPEAKER YOU CAN LEARN SURVIVAL AND PRE-VOCATIONAL ENGLISH LANGUAGE SKILLS. THESE SKILLS INCLUDE SPEAKING, LISTENING, READING AND WRITING FOR EVERYDAY LIVING

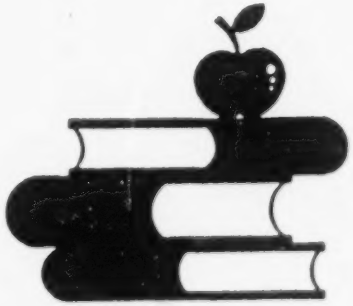
DEPENDING ON WHERE YOU ARE REFERRED, YOU WILL REGISTER AT THE ADULT ED CENTER IN SUNNYVALE OR MTN. VIEW. YOU WILL THEN TAKE A PLACEMENT TEST. AFTER YOU ARE TESTED, YOU WILL BE PLACED IN THE LEVEL THAT IS RIGHT FOR YOU.

**CLASSES ARE OFFERED: ***

- MORNINGS 9 TO 12 NOON, 5 DAYS A WEEK.
- EVENINGS 6 30 TO 9 30, 2 TIMES A WEEK

YOU CAN ATTEND CLASSES AT ANY OF THE FOLLOWING SITES.

- CUPERTINO
- SUNNYVALE
- MOUNTAIN VIEW
- LOS ALTOS



*See your Educational Counselor or Adult Education quarterly class schedule for specific class times and locations



**HOW LONG MAY I REMAIN IN A REMEDIAL PROGRAM?**

THIS PROGRAM IS INDIVIDUALIZED. THE AMOUNT OF TIME YOU SPEND IN THE PROGRAM DEPENDS ON YOUR SKILLS AND MOTIVATION AS WELL AS YOUR ATTENDANCE, *GAIN* CONTRACT TIMELINE AND *GAIN* APPRAISAL SCORES.

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

**WHAT WILL THE EDUCATIONAL COUNSELOR DO FOR ME?**

- MEET WITH YOU ON A WEEKLY BASIS
- MONITOR YOUR PROGRESS
- HELP YOU WITH ANY PERSONAL OR EDUCATIONAL CONCERNS
- AID YOU IN SUCCESSFUL COMPLETION OF THE PROGRAM

## HOW IS THE GAIN REMEDIAL PROGRAM ORGANIZED?

AT THE SUNNYVALE SITE:

THE CLASS IS CONDUCTED IN A TRADITIONAL CLASSROOM SETTING WITHIN A THREE-HOUR PERIOD. TUTORS ARE OFTEN PROVIDED ON AN INDIVIDUAL OR SMALL GROUP BASIS

THERE ARE ON-GOING ENRICHMENT ACTIVITIES THAT RESPOND TO THE NEEDS OF THE PEOPLE IN THE CLASS; *FOR EXAMPLE*.

COMPUTERIZED INSTRUCTION
PARENTING CLASSES
DRUG AND ALCOHOL AWARENESS SESSIONS
NUTRITION CLASSES
CRISIS COUNSELING SESSIONS
SPECIAL INFORMATION / EDUCATION TOPICS AS NEEDED

AT THE MTN. VIEW/LOS ALTOS SITE:

INDIVIDUAL SCHEDULES ARE DEVELOPED AND CLASSES ARE RECOMMENDED TO MEET YOUR GAIN CONTRACT



## WHAT SUPPLEMENTARY ADULT EDUCATION OPPORTUNITIES ARE AVAILABLE TO ME AS A GAIN PARTICIPANT?

- IF APPLICABLE, SHORT-TERM VOCATIONAL TRAINING IS AVAILABLE IN THE AREAS OF ELECTRONIC TECHNICIAN, ASSEMBLY, MACHINE TOOL, OFFICE OCCUPATIONS, AND HOTEL SERVICES.

- AGENCY REFERRAL
  THE ADULT EDUCATION CENTER STAFF WORKS CLOSELY WITH LOCAL COMMUNITY SERVICE ORGANIZATIONS. ORGANIZATIONS INCLUDE MENTAL HEALTH, LEGAL AID, IMMIGRATION, SOCIAL SERVICES AND OTHER HUMAN DEVELOPMENT AGENCIES THAT LINK ADULT STUDENTS WITH NEEDED SERVICES

## WOULD YOU CLARIFY THE ATTENDANCE EXPECTATIONS?

- YOU ARE EXPECTED TO ATTEND ALL CLASS SESSIONS AT TIMES AGREED TO IN YOUR EDUCATIONAL PLAN

- YOUR APPOINTMENTS NEED TO BE MADE BEFORE OR AFTER SCHOOL HOURS *FOR EXAMPLE*: IF YOU HAVE CLASSES FROM 9 TO 12 MONDAY THROUGH FRIDAY PLEASE MAKE YOUR PERSONAL APPOINTMENTS BEFORE 9 OR AFTER 12 O'CLOCK SO THAT YOU WILL NOT HAVE TO MISS CLASSES

- **EXCUSED ABSENCES** ARE THOSE THINGS YOU CANNOT CONTROL. *FOR EXAMPLE*: YOU OR A FAMILY MEMBER IS ILL.

IF YOU CANNOT COME TO CLASS, CALL AND LEAVE A MESSAGE

**FOR SUNNYVALE/CUPERTINO:**

THE NUMBER TO CALL IS **408-735-1212**. PLEASE TELL THE SECRETARY WHAT CLASS YOU WILL BE ABSENT FROM AND GIVE THE TEACHER'S NAME.

**FOR LOS ALTOS/MOUNTAIN VIEW:**

THE NUMBER TO CALL IS **415-967-7986**. PLEASE TELL THE SECRETARY WHAT CLASS YOU WILL BE ABSENT FROM AND GIVE THE TEACHER'S NAME.

**WHEN I AM ABSENT, DO I NEED TO HAVE A WRITTEN EXCUSE?**

YES, WRITTEN EXCUSES MUST LIST AN APPROPRIATE SOURCE, FOR EXAMPLE.

DOCTOR

LAWYER

JUDGE

CASE WORKER

FOOD STAMP APPOINTMENT

THE EXCUSE MUST BE SUBMITTED TO THE INSTRUCTOR OR THE COUNSELOR ON THE FIRST DAY YOU RETURN.

- UNEXCUSED ABSENCES ARE THOSE THINGS THAT YOU CAN CONTROL.

*FOR EXAMPLE*
- TAKING A FRIEND TO AN APPOINTMENT DURING CLASS HOURS
- NOT GOING TO A CLASS BECAUSE AN ALARM CLOCK DID NOT GO OFF

THREE UNEXCUSED ABSENCES MAY BE THE CAUSE FOR A REFERRAL BACK TO YOUR CASE MANAGER.

## WHAT ARE MY SCHOOL/CLASS RESPONSIBILITIES?

**DAILY YOU ARE REQUIRED TO:**

- SIGN IN AND OUT ON THE DAILY ATTENDANCE SHEET
- ATTEND AND PARTICIPATE IN CLASS
- DO ASSIGNED WORK

**MONTHLY YOU ARE REQUIRED TO:**

- FILL OUT A *GAIN* ATTENDANCE FORM AND HAVE IT SIGNED BY YOUR EDUCATIONAL COUNSELOR
- SIGN THE SUMMARY OF TRAINING ATTENDANCE (TAR)
- SHOW EDUCATIONAL PROGRESS TOWARDS FULFILLING *GAIN* CONTRACT
- MEET WITH YOUR EDUCATIONAL COUNSELOR





## WHAT HAPPENS WHEN I COMPLETE MY *GAIN* CONTRACT?

YOU WILL BE REFERRED BACK TO YOUR *GAIN* CASE MANAGER FOR JOB CLUB AND/OR ASSESSMENT SERVICES.

# SECTION 6

## Program Self-Evaluation Checklist

# Activity A: Program Self-Evaluation Checklist

## Purpose

This activity will facilitate a review of your program's current services and help identify recommendations for program modifications and improvements. Follow-up and technical assistance consultations may be required based on the results of your organization's self-evaluation in the areas of Guidance, ESL/VESL, Basic Skill, or GED.

## Directions

Have an initial meeting with the agency's team including administrator/coordinator, counselor, and appropriate instructors.

Suggestions for Completion

- Distribute checklists to appropriate instructors and support staff. Explain purpose of self-evaluation.
- Each individual completes the checklist to the best of his/her working knowledge of the program.
- In larger programs instructional teams (i.e. ESL/VESL, ABE, GED) may wish to review the statements and identify their priorities.
- The agency teams will then reconvene to review priorities from all departments and complete the last part of the self-evaluation.

## Process for Review of Self-Evaluation

- Review each statement and identify the status of each practice named in the statement. (YES, NO, N/A)
- Add any statements that apply to your program practices and identify the status.
- Identify the priority level of each statement. ***5*** means "must do tomorrow," ***3*** means "need to start within the next month."

# Program Self-Evaluation Checklist

☐ Basic Skills

☐ Pre-Employment/Work Maturity

☐ Job Specific Skills

This checklist is designed to permit a self-evaluation of the services and practices that are administered by an educational service provider serving GAIN/JTPA participants. This checklist, when used in conjunction with the Employability Implementation Plan form, facilitiates a review of a program's current services and helps to identify recommendations for program modifications and improvements. The items on the checklist may represent an exhaustive coverage and adaptations may be made to ensure a comprehensive assessment.

| | Status | | | Priority |
|---|---|---|---|---|
| | YES | NO | N/A | LO - HI<br>1 2 3 4 5 |
| **PROGRAM GOALS**<br>Program goals reflect the local needs and are agreed upon by representatives of the community, agency staff, and participants concerned. | | | | |
| **QUANTIFIABLE LEARNING OBJECTIVES**<br>Competency statements contain measurable learning objectives (skills, attitudes, knowledge, and behavior to be taught). The levels of achievement to be attained and the means of measurement to be used to demonstrate competency attainment are identified. | | | | |
| Competency statements are validated by a local business and industry advisory committee. | | | | |
| Competency statements are established or approved by the PIC for JTPA funded programs.* | | | | |
| **RELATED CURRICULA, TRAINING MODULES, AND APPROACHES**<br>Approaches and activities include CBE in-service training for managers, instructors, intake and guidance personnel, job developers, business and community volunteers.* | | | | |
| Participant orientation to CBE system is included in the related curriculum activities. | | | | |
| Competency based instructional materials and behavior modification approaches are relevant to the competency statements.* | | | | |
| The needs assessment results are used to adapt classroom instruction to meet the participant's identified learning needs and goals. | | | | |
| Competency based instructional materials are appropriate for the program and the participant's level of achievement. | | | | |

* Elements of a sufficiently developed CBE system are required if the service provider plans to report competency attainment for youth participants in JTPA programs.

# Program Self-Evaluation Checklist

| | Status | | | Priority |
|---|---|---|---|---|
| | YES | NO | N/A | LO - HI<br>1 2 3 4 5 |
| **RELATED CURRICULA, TRAINING MODULES, AND APPROACHES (cont)**<br>Focus of the learning process is transfer and actual application of basic skills and employability competencies to real-world at work situations. | | | | |
| Basic skills needed to perform the job tasks are identified and integrated into the job specific skills curriculum. | | | | |
| Basic skills needed to demonstrate employability are identified and integrated into pre-employment/work maturity skills curriculum. | | | | |
| A minimum duration of training is specified which allows sufficient time for participants to achieve those skills necessary to attain their learning objectives. | | | | |
| Instruction is prepared in short modules and includes a variety of instructional strategies that are task related and interactive which meet different learning styles (i.e. use of text materials, computer assisted instruction and interactive video, audio cassettes, demonstrations, group and individual pared practice, peer coaching, and cooperative learning.) | | | | |
| Field-based learning experiences emphasizing basic skills and employability skills are available to participants and are jointly planned, structured and supervised by the education and work-site partners. | | | | |
| Programs are open-entry, open exit to accommodate the individual needs of the participant. | | | | |
| All relevant agreements, orientation, implementation, evaluation packages and/or manuals, instructions and guidelines are developed. | | | | |
| Any agreements with employers for supervised work experience, try-out employment, or other work-site agreements or subcontracts with schools for classroom instruction contain elements of a competency based education system.* | | | | |
| **PRE AND POST/PROGRESS ASSESSMENT**<br>All assessment criteria are based on approved comptencies and are valid, reliable, and useful. | | | | |
| Assessments fo competency needs are used to determine if individuals require assistance and are capable of benefitting from available services.* | | | | |

* Elements of a sufficiently developed CBE system are required if the service provider plans to report competency attainment for youth participants in JTPA programs.

# Program Self-Evaluation Checklist

| | Status | | | Priority |
|---|---|---|---|---|
| | YES | NO | N/A | LO - HI<br>1 2 3 4 5 |
| **PRE AND POST/PROGRESS ASSESSMENT**<br>All raters/scorers are trained on the measurement methods.* | | | | |
| A minimum level of need is established before a participant is eligible to be tracked as a potential "employment competency attainment terminee" in JTPA funded programs. * | | | | |
| The intake process includes an appraisal of reading and math skills in a functional context related to employment for GAIN and JTPA clients. Pre-employment/work maturity skills are assessed at intake for JTPA youth participants. | | | | |
| Participants are assessed upon referral into the basic skills program to verify ECS or GAIN Appraisal scores, to obtain an accurate pre-test score, and to diagnose specific basic skills strengths and weaknesses. | | | | |
| There are periodic evaluations of participant achievement to determine if the participant is "making satisfactory progress" (MSP) during program attendance. * | | | | |
| **EMPLOYMENT/EDUCATIONAL DEVELOPMENT PLAN**<br>An Employment/Educational Development Plan (EEDP) is developed based on assessment results and other information relevant to CBE instruction. * | | | | |
| Participant's personal goals and preferences are incorporated into the learning plans and all components of the EEDP are known and agreed upon by participants. | | | | |
| Procedures for placement of participants into appropriate program, services, and instructional levels are in place. | | | | |
| Progress towards attainment of learning objectives is monitored on an ongoing basis with evaluation and feedback frequently provided to the participant and incorporated into the EEDP. | | | | |
| **DOCUMENTATION**<br>Participant records (e.g. Competency Attainment Plans and EEDPs) of competency based outcomes are maintained to document achievement and to provide information for required JTPA and GAIN reports. | | | | |

* Elements of a sufficiently developed CBE system are required if the service provider plans to report competency attainment for youth participants in JTPA programs.

# Program Self-Evaluation Checklist

| | Status | | | Priority |
|---|---|---|---|---|
| | YES | NO | N/A | LO - HI<br>1 2 3 4 5 |
| **CERTIFICATION**<br><br>Proof of competency attainment in the form of a certificate is available for participants who achieve predetermined levels of proficiency. This certificate may be used as evidence of this accomplishement and to assist them when entering the labor market or advancing to higher levels of education and employment training. * | | | | |
| **EVALUATION**<br><br>Instruments, procedures, and data for evaluation purposes are identified related to:<br><br>• Participant evaluation of the program<br>• Participant pre and post testing and certification scores<br>• Evaluation of program goals and participant outcomes<br>• Evaluation of partnership coordination with government, business, industry, and other local education agencies. | | | | |
| Evaluation data is used to modify, refine, and improve effectiveness of program. | | | | |
| **OTHER** | | | | |

* Elements of a sufficiently developed CBE system are required if the service provider plans to report competency attainment for youth participants in JTPA programs.

## ACTIVITY B: AGENCY'S NEXT STEPS

**DIRECTIONS:**

1. Complete the Employability Implementation Plan form by listing in the statement column any practice of priority 3 or higher from the self-assessment checklists.

2. For each statement, identify recommended program modifications necessary to align current services with JOBS/GAIN services.

3. Identify staff responsible for implementing modifications and time and assistance necessary to meet these goals.

# Employability Implementation Plan

Agency Name _____ Program Type _____

# Participants _____ Positions _____ Date of Plan _____

| Statement (priority 3 or higher) | Modifications Needed | Staff Responsible | Estimated Time Frame | Needed Assistance | Estimated Cost of Attendance |
|---|---|---|---|---|---|
| | | | | | |



CASAS, 1991

## Motivation Bibliography


Bhaerman, Robert D. Planning for Adult Career Counseling. Columbus, Ohio: National Center for Research in Vocational Education, 1985.

Bingham, Mindy et al., Challenges: A Young Man's Journal for Self-Awareness and Personal Planning. El Taro, CA: Advocacy Press, 1984.

Gelatt, H.B., et al., Decisions and Outcomes, New York: College Entrance Examination Board, 1973.

Kasuth, Joan and Minnesang, Sandy, Choices, A Course in Personal Decision Making. San Diego: The Wright Group, 1980.

Ryan, Colleen, Job Search Workshop for Disabled, Dislocated and Discouraged Workers. University of Kansas, 1985.

Scholz, Nellie Tumlin et al. How to Decide. New York: Avon, 1975.

Simon, Sidney B. et al., Values Clarification. New York: Hart Publishing, 1972.

Thornburg, David D., Life Plan. Los Altos, CA: Starsong Publications, 1987.